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ABSTRACT

This 1977 yearbook on business curriculum development from the elementary through baccalaureate educational levels is intended to provide teachers, curriculum specialists, and administrators with information regarding what curricula are being implemented. The content is in fourteen chapters, titled as follow: (1) Historical Perspectives of Education for Business, (2) The Role of Education for Business in Career Education, (3) The Role of Education for Business in the Elementary School, (4) Coordinating the Elementary School and Junior High or Middle School Business Programs, (5) Developing Education for Business in the Junior High or Middle School, (6) Coordinating the Junior High or Middle School and the Secondary School Business Programs, (7) Developing Education for Business in the Secondary School, (8) Coordinating the Secondary School and the Two-Year Postsecondary School Business Programs, (9) Developing Education for Business in Two-Year Postsecondary Schools, (10) Coordinating the Two-Year Postsecondary School and Four-Year College and University Business Programs, (11) Developing Education for Business in Four-Year Colleges and Universities, (12) Developing Distributive Education Programs, (13) Developing Business Teacher Education Programs [includes both the traditional and competency-based approach to teacher education], and (14) The Leading Edges of Business Education Curriculum Development [includes the results of a national survey of business education teachers and supervisors]. (EM)

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Curriculum Development in Education for Business

NATIONAL BUSINESS EDUCATION YEARBOOK, NO. 15

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Introduction

Several recent National Business Education Yearbooks have dealt with some aspect of curriculum; however, the 1977 Yearbook appears to be the only one that has included the broad, vertical spectrum of business curriculum development, including the elementary school, and through the four-year college or university. This volume also contains a chapter on business teacher education which seems essential if curriculum development at the various levels is to be effectively implemented.

The organization of this Yearbook was based on the premise that curriculum development in education for business occurs in a series of functional settings, such as those in the elementary school, middle grades, secondary school, and postsecondary two- and four-year institutions. Too, the fact that these various levels are interrelated required an effort to tie chapters together to demonstrate continuity and wholeness. As a background to the entire picture, it was necessary to show how education for business has grown, especially in recent years.

This Yearbook is not intended to be a theoretical treatise on curriculum development; rather, teachers, curriculum specialists, and school administrators are offered illustrations of what is being implemented. Such an approach is vulnerable, of course, because anyone who labors in curriculum endeavors know that obsolescence can occur very rapidly, especially in education for business where constant new developments in the business world have an immediate effect.

Chapter 13, dealing with business teacher education, is divided into two parts. This division occurs primarily because competency-based teacher education is still being debated and partially implemented in most teacher preparation institutions. The first part of the chapter is devoted to the more traditional or conventional approach, and the second part describes some current efforts in the competency-based arena.

Chapter 14 includes the results of a curriculum survey of selected business teacher educators and local and state business education supervisors conducted to discover what was transpiring in programs for which they were responsible. Perceptions held by those groups are significant factors in determining what is likely to occur in curriculum development for education in business.

The array of authors represented in this Yearbook is impressive. They come from all levels of education for business and from school administration as well as business teacher education. Their efforts have been primary in this endeavor, of course, and we owe a debt of gratitude to them.

James W. Crews
Z. S. Dickerson, Jr.
Editors

CHAPTER 1

Historical Perspectives of Education for Business

FLOYD AND DORIS CRANK
Northern Illinois University, DeKalb

Business education had its beginnings in the need to prepare workers who could perform the job duties that accompanied employment in business offices. In truth, business education of a sort can be said to have existed for many centuries. According to Daughtrey:

> Business education had its roots in the apprenticeship system of ancient times. The young boy worked with his master until he acquired the skill to mold the chalice, to shape the wheel, or to cast the accounts. This was education for business of the times.[1]

The time came, however, when business entrepreneurs needed workers in business offices who could keep records, write letters, and calculate amounts of money involved in business transactions. A few attempts were made in Colonial America, and in the early days of the public high school, to include practical subjects in the schools; but only a small number of business courses became a part of the school curriculums until after the private business schools had proved the value and popularity of such courses.

EARLY HIGH SCHOOLS IN AMERICA

The Boston Latin Grammar School was established in 1635 as a preparatory school for Harvard University, which had been established a few years earlier. The Latin grammar school was a popular form of education in the early years of the colonies and represented the first form of secondary education. However, the Latin grammar schools did not entirely meet the educational needs of the times; and to supplement the educational programs of the Latin grammar schools, academies were established in a number of the colonies. Pulliam says:

> The Latin grammar schools and the academies were the first forms of secondary education. The former prepared boys for college, which led to the ministry and professions. The academy was a practical institution, sometimes having an elementary school attached. These schools arose because the narrow curriculum of the Latin grammar school did not meet the needs of many boys who wanted special training.[2]

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[1] Daughtrey, Anne Scott. *Methods of Teaching Basic Business and Economic Education.* Second edition. Cincinnati: South-Western Publishing Co., 1974. p. 4.

[2] Pulliam, John D. *History of Education in America.* Columbus: Charles E. Merrill Publishing Co., 1968. p. 51.

Pulliam further states, "The American high school developed out of this desire to train boys for commercial careers and practical affairs of the day, and it was originally concerned with terminal rather than college preparatory education.[3]

The first public high school was established in Boston in 1821. As other high schools were established, the need for some practical course offerings in business became evident. The introduction of bookkeeping into the high school curriculum in 1823 paved the way for the comprehensive high school which has characterized the public education system since that time.

THE RISE OF PRIVATE BUSINESS SCHOOLS

Because the public schools did not provide adequate preparation for employment in business, the private business schools were developed to meet the need for occupational training. As Tonne says:

> The private business school was a well-established part of the U.S. school system by 1850. A form of business education had been offered well before this time: A few business-type courses had been offered in colonial times, and the academy, the precursor of the U.S. public high school, usually provided courses in business subjects.[4]

The private business schools filled a void that existed in public school programs, a void that continued throughout most of the nineteenth century.

INFLUENCE OF PRIVATE BUSINESS SCHOOLS ON THE PUBLIC HIGH SCHOOL

Much of the history of the business education curriculum is found in the private business schools during the years 1850 to 1900. Obviously, the overriding purpose of business education in these schools was vocational preparation. Such preparation, however, soon was expanded beyond the development of specific job skills to include an understanding of such topics as the functions of the business enterprise in the U.S. economy, the legal aspects of business, the factors of production in the U.S. economy, and the like. There can be little doubt that the private business schools were very influential in the development of business education curriculums in the United States.

In fact, as the public schools began to absorb the courses from the private business schools and to include more and more of these courses in their curriculums, the course offerings were almost exact replicas of those that had been offered for many years in the private business schools.

Not only were courses moved almost intact to the public high schools, but the teachers of business subjects in the public high schools in the early

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[3] *Ibid.*

[4] Tonne, Herbert A. "Business Education: Overview." *The Encyclopedia of Education.* Edited by Lee C. Deighton. New York: MacMillan Co. and The Free Press, 1971. p. 507.

1900's were recruited largely from the private business schools. Little wonder that the influence has been so profound and so lasting!

A number of important developments in business education took place during the nineteenth century when private business schools had a virtual monopoly on business education in the United States. As Daughtrey says:

> The private business school met a great need in the American educational scheme for almost half a century. It is peculiarly American, growing out of an American demand met by the forces of private enterprise.[5]

Daughtrey also cites some of the educational practices of the private business schools that have influenced business education in the high schools since the turn of the century:

> Among the innovations with which the private business colleges can be credited are:
>
> 1. Organizing business teachers into a professional society
> 2. Using a typewriting textbook
> 3. Holding meetings for improving instruction in business subjects
> 4. Offering basic business subjects (though then considered vocational)
> 5. Developing a methodology for teaching business subjects
> 6. Originating collegiate-level business instruction
> 7. Individualizing instruction.
>
> Early curricula in the private business schools were directed toward managing, owning, and operating business enterprises.

The vocational objective for business education was carried into the public high schools from the private business schools. It was not possible, of course, for all subjects offered in the private business schools to find their way immediately into the public high school curriculum. The high school curriculum of the early 1900's was patterned after the prevailing beliefs of educators that certain subjects trained the mind; and these subjects were required of all students in school. Not much room was left for business courses, or for any other vocational courses. In general, until the 1920's, the high school business curriculum consisted of bookkeeping, typewriting, and shorthand.

THE HIGH SCHOOL CURRICULUM IN QUESTION

About the beginning of the twentieth century, many educators began to be dissatisfied with the traditional objectives and the resulting curriculums of public education, particularly at the high school level. This dissatisfaction eventually led to some important changes that had a rather profound impact on business education.

A Committee of Ten from the National Education Association (NEA) presented a report in 1892 that was critical of the American high school because it catered to the elite, and the curriculum was shaped by what

[5]Daughtrey, *op. cit.*, p. 10.

colleges and universities would accept for entrance. In the early 1900's, an NEA Commission on the Reorganization of Secondary Education developed what it termed the Cardinal Principles of Education. The Commission report was issued in 1918. The seven principles identified by this Commission were health, command of the fundamental processes, worthy home-membership, vocation, citizenship, worthy use of leisure, and ethical character. After this report was issued, high schools began to stress vocational preparation more than in the past.

In addition to these two important events, a Federal Board of Vocational Education was created in 1917. Even though business education had many years to wait before it would be recognized as being part of "vocational education," the importance of the creation of the Federal Board cannot be overlooked. Another commission that gave recognition to the importance of vocational education was the Educational Policies Commission of the National Association of Secondary School Principals (NASSP) which issued its report in 1938 and articulated the goals of education around the major headings of economic efficiency, civic responsibility, self-realization, and human relationships.

CHANGES IN THE BUSINESS EDUCATION CURRICULUM

In the early part of the twentieth century, many youth of high school age did not attend school. It was not unusual for young people to discontinue school attendance after the eighth or ninth grade, and sometimes even earlier. Frederick G. Nichols recognized that many young people left school with no skills or competencies, other than their natural abilities. He urged business and industry to identify the clerical jobs that these young people might fill; and he led the movement to add to the high school curriculum a course that he called junior business training, which offered some training in clerical skills that could be performed by young workers who did not complete a high school program.

Prior to the decade of the 1930's, business education was offered solely for vocational purposes, and the business curriculum was comprised of shorthand, typewriting, and bookkeeping. These courses were transferred from the private business school into the public high schools and remained the core of the business curriculum for many years to come.

The introduction of junior business training was an attempt to provide 14- to 16-year-old high school dropouts with some clerical skill that might permit them to obtain employment in business. Gradually, however, more and more youth stayed in high school until they were graduated, and vocational preparation has remained generally in the junior and senior years of the high school. Junior business training evolved into the present-day general business course as the need gradually diminished for occupational preparation prior to the junior year in high school.

The depression of the 1930's reduced dramatically the employment opportunities in the entire U.S. economy. It became necessary for business teachers to seek justification for their courses on some basis other than

job preparation alone. Teachers began to ascribe personal-use values to the business courses. At the same time, people had less and less money to spend; and courses began to be offered to help young people learn to perform the personal business activities required in everyday living. The movement toward education for the performance of personal business activities was given added impetus by Herbert A. Tonne's initial work in "social business" in the 1920's and by research studies subsequently completed at Colorado State College at Greeley. The general business textbooks that were published in the 1930's were organized around personal business activities of the type identified in these early research studies.

BUSINESS EDUCATION COMES OF AGE

The influence of Frederick G. Nichols must be recognized in any historical treatment of the business education curriculum. Professor Nichols served as business education consultant for New York and in the U.S. Department of Education in Washington, D.C., prior to his appointment to the School of Education faculty at Harvard University. He deserves much of the credit for making business education a viable component of the public high school curriculum.

At about the same time that Professor Nichols was helping to mold business education in the public high schools, Paul Lomax established a business teacher education department at New York University. The graduate program at NYU grew rapidly and had a profound influence on business education in the United States. Lomax, Tonne, Reynolds, and Agnew from NYU are among the important names in the history of business education.

The expansion of the business education curriculum began in the 1920's, continued into the 1930's and 1940's, was halted briefly in the 1950's, and had its greatest growth in the 1960's and 1970's. During these years, the high school business education curriculum grew to include courses in office practice, both clerical and secretarial; office machines; business organization and management; business law; business mathematics; business English; sales, retailing and merchandising; cooperative office education; secretarial practice for legal, medical, and technical secretaries; general business; exploratory business; recordkeeping; consumer economics and consumer education; personal typewriting; personal shorthand; and data processing.

In the 1930's and 1940's consumer education was developing as an important part of the business education curriculum. Education for personal business activities gained considerable headway in the 1930's. People began to recognize the need for using their incomes wisely and of making wise decisions in the marketplace. The "personal business activity" concept was gradually expanded over the years, and presently consumer education is considered by most business educators to embrace the entire decision-making process for the consumer.

The Consumer Education Study of the 1940's had a significant impact on consumer education as part of the business education curriculum. Sponsored by the NASSP, the Consumer Education Study resulted in the

identification of 11 units of study in consumer education, and study booklets were prepared for these 11 units: The Modern American Consumer, Learning To Use Advertising, Time on Your Hands, Investing in Yourself, The Consumer and the Law, Using Standards and Labels, Managing Your Money, Buying Insurance, Using Consumer Credit, Investing in Your Health, and Effective Shopping.

Business education in the 1930's and 1940's and into the early 1950's, however, remained chiefly vocational. The economic recovery from the depression of the 1930's and the demand for office workers during World War II intensified the need for vocational training in high schools. About one-fourth of all high school graduates attended college, leaving a large number to go directly into the work force. Business education was a popular occupational field, and some of the best students in high school enrolled in business classes. It was, indeed, a time when high performance standards could be expected and attempted. Later generations were to view the late 1940's and early 1950's as especially good years for business education.

During this same time, however, high school graduates were entering college in greater and greater numbers. The GI Bill of Rights after World War II caused many people to enter college who probably would not have done so if they had not received financial help. Interest in college attendance increased among all high school graduates as the job market began to place a premium on the college degree as a requirement for employment in many jobs.

BUSINESS EDUCATION CURRICULUM IN QUESTION

In the mid-1950's Sputnik was launched by the Russians, and the nation's educators began a campaign to fill the high school curriculum with math, science, foreign languages, and other "solid" subjects that would permit American high school graduates to compete with those of Russia and other European countries. Vocational education, including business education, was hard pressed to defend its position in the high school curriculum. Such critics as Bestor, Rickover, and Koerner were both vocal and persistent. In the long run, however, they were only a ripple in the long developmental history of the American high school. The strong emphasis on the so-called academic subjects lasted for a few years. It soon was replaced with an emphasis on vocational education which would help to solve the problems of unemployment and underemployment in the nation. The Sputnik era was a period of stress in vocational education, but the emphasis on the intellectually elite could not survive the demands and requirements of equality of educational opportunity that is characteristic of a democratic society.

BUSINESS EDUCATION AS ECONOMIC EDUCATION

By the mid-1950's dual objectives for business education were recognized by business educators everywhere. In 1961, the Policies

Commission for Business and Economic Education issued a statement (updated and reissued in 1970) that said:

> We believe that
>
> . . . Business education is an effective program of occupational instruction for secondary students desiring careers in business.
>
> . . . Business education has an important contribution to make to the economic literacy of all secondary school students.
>
> . . . Business education is desirable for students who plan programs requiring postsecondary and higher education in the field of business.[6]

The move toward dual objectives for business education had been under way for some time. It had become obvious even in the 1940's that the objective of consumer and/or personal business education could not be ignored. The professional literature reflected the move toward dual objectives, and the statement by the Policies Commission made certain that the dual objectives would be continued.

The emphasis on consumer education as a part of business education, however, was undergoing some changes. The consumer education that grew out of the depression years was broadened in the 1940's to include most personal finance activities. At about the same time, some business educators began the movement toward economic literacy as the general education component of business education. The term "basic business" was adopted by a key group of leading business educators and by the United Business Education Association as a term to be used to designate the "general education" experiences of business education. "Basic business" designated an area of study that included economics, general business, consumer economics and consumer education, business law, and certain units of subject matter from other business courses. It was several years before the term "basic business" was understood by business educators, and confusion still exists in the minds of the general public regarding the meaning of the term.

Another important event in the nationwide movement to improve the economic literacy in the United States occurred in the 1950's when the American Economics Association published a report entitled "Economic Education in the Secondary Schools." This report came at a time when "economic literacy" was beginning to replace "personal business activities" as the general education experiences of business education. Business educators moved rapidly to adopt economic education as the content and objectives for the basic business subjects. The Joint Council on Economic Education, which was organized to promote economic education throughout the nation, gave official recognition to the contribution of business education to economic education; and the entire economic education movement received a vigorous boost from business educators across the land. The problem still remained, however, of identifying specifically the economic concepts and understandings that business education could most effectively develop.

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[6] "This We Believe About Business Education in the Secondary School." *Business Education Forum* 25:8-9; October 1970.

During this period when economic education received so much emphasis and attention, consumer education was somewhat neglected in the business curriculum, because business educators were trying to structure the basic business content so that it would fit neatly into economics and economic education. However, when Ralph Nader and other consumer advocates called attention to the problems and dilemmas of the consumer in the marketplace, much of the consumer education emphasis returned to the basic education curriculum. The activities of consumer advocates, consumer educators, and legislators at both federal and state levels have thrust education for the consumer into a position of prominence in our nation. Since consumer education is essentially multidisciplinary in nature, business educators in many places are helping to develop curriculums in consumer education and to teach it in the schools.

BUSINESS EDUCATION BENEFITS FROM FEDERAL LEGISLATION

The Vocational Education Act of 1963 had a profound impact on business education, especially in the secondary schools. The impact was felt also in the business teacher education departments, because the history of business teacher education parallels closely the development of business education in the public high schools. A brief review of the history of vocational education legislation prior to the 1963 Act helps to gain some insights into the development of the entire field of business education.

The Smith-Hughes Act of 1917 was the first federal legislation that gave financial support directly to vocational education, and in the 1930's and 1940's, the George-Deen and the George-Barden Acts modified the Smith-Hughes Act and broadened the basis of funding for public education. In 1948, marketing education in the form of distributive education began to receive funds from federal legislation. No other aspects of business education were eligible for funds until the passage of the Vocational Education Act of 1963. The marketing component of business education grew fairly rapidly at this time, aided by funds from the federal government. Elliott reports:

> In the 1940's the merchandising and sales sequence developed as a distinctive program in the business education curriculum; it has continued to develop and is usually designated as distributive education.[7]

Since the U.S. Office of Education exists wholly on federal funds, and since most states must depend on federal funds to provide money for state supervisors of education, the importance of federal funds can hardly be overlooked. When distributive education was included in the funding from the George-Barden Act, the U.S. Office of Education and most of the offices of education in the separate states used part of the funds to employ supervisory personnel. The marketing educators were set apart from other business educators by these funding and supervision procedures. The

[7]Elliott, Norman W. "Business Education: High Schools." *The Encyclopedia of Education*. Edited by Lee C. Eighton. New York: MacMillan Co., and the Free Press, 1971. p. 511.

division exists to this day in the U.S. Office of Education, in the American Vocational Association, and in most state offices of education. Ironically, in many states, high schools do not have separate departments for distributive education and business education, and all teachers involved in education for business are in the same department, with all courses administered and taught by the one department of business education. However, the division is so much a part of the funding and supervision structures at the federal and state levels that it is doubtful if these two components of business education ever will become unified except at the high school level.

BUSINESS EDUCATION'S NEW MATURITY

The business education curriculum in the 1960's and 1970's has reached a maturity that permits it to stand alongside all other subject areas in the high school curriculum and to point with pride to the contributions that it makes to the total education process. The overall objectives of occupational exploration and preparation and the development of consumer and economic competencies are the prevailing goals of the curriculum today; and these goals likely will continue for some time to come. The research that has been done during the past 20 years has given validity to the content of the curriculum that was never present before. Data processing has attained recognition as another program in business. The acceptance of business education as one of the vocational areas to be funded has brought it the same consideration that other vocational areas receive. Many business educators regret that, for funding purposes, business education must be termed "business and office education." In reality, the term "business education" should encompass education for office occupations, for marketing and distribution, for economic literacy, and for personal business activities. Any separation of these functions is likely to do more harm than good.

The 1968 Amendments to the Vocational Education Act gave additional thrust to vocational education in the nation, and business education has received federal attention and funding to about the same degree as the other vocational areas.

THE CAREER EDUCATION MOVEMENT

The career education movement is closely connected with the business education curriculum. Since a large number of the employment opportunities in the United States are in the field of business, and since career preparation has been a primary objective of business education over many years, career education wears a familiar face for business educators. Even the aspect of career guidance is familiar because in the 1940's vocational guidance was considered to be an important part of the in-service education of business teachers. While the career education movement may not change business education to any great degree, the

contribution that business teachers can make in career education is a substantial one.

Career education also has a strong relation to economic education. Two of the most important tasks that individuals face as they move through life are the earning and the spending of money. Vocational education always has been concerned with helping people get in a position to earn money, and consumer educators always have been concerned with helping people learn to use wisely the financial resources that are available to them. Business education, for many years, has been a major contributor to the realization of these two goals of education.

THE CONSUMER EDUCATION MOVEMENT

The consumer education movement received a strong push from President John F. Kennedy, who specified that consumers were entitled to the right to be heard, the right to free choice, the right of redress, and the right to be informed. Ralph Nader's constant efforts on behalf of the consumer undoubtedly had great impact on the consumer education movement throughout the nation. In addition, the 1968 Amendments to the Vocational Education Act provided funds for consumer and homemaking, a step which encouraged home economics educators to give more emphasis to consumer education. While all these factors are reflected in the development of the consumer education movement in the United States, it may be that a more important factor was that the time had come to give attention to the needs and rights of the American consumer. The purchasing power of the consumer had been greatly responsible for the incredible expansion of business activity in the 1950's and 1960's. Production of goods and services had reached unprecedented heights, and these goods and services had to be consumed if the high economic level was to be sustained. The decision making required of the consumer became even more complex with the proliferation of consumer products. Perhaps it now was necessary to permit the consumer to be more deeply involved in making the economic system work properly by providing increased information, by placing restrictions on false and misleading claims by producers, by simplification of documents that sellers require consumers to sign, and by other similar consumer concerns.

For whatever reason, the consumer education movement has gained great headway in the United States, making real gains in the public school curriculums. With the help of legislation, media, government officials, and schools, consumer education will continue to flourish; and in many places, business education is able to share in this essential type of education.

Business education in the American high schools, however, is strongly vocational in nature and will continue to be so in the future. With proper regard for the importance of education both for earning a living and for using one's financial resources wisely, the dual objectives of high school business education programs will be maintained for many years to come.

THE HIGH SCHOOL BUSINESS EDUCATION CURRICULUM: RETROSPECT AND PROSPECT

A review of the history of the business education curriculum enables one to make generalizations that can serve as guidelines for the future. Such a review points up the validity of business education in the public school curriculum. The recognition of business courses as important elements of high school education started with the introduction of bookkeeping in 1823 and came to fuller recognition in the late 1800's and early 1900's with the move to absorb into the public high schools the business courses that had been so popular in the private business schools of the late 1800's. There should be no doubt in the minds of educators everywhere of the value of business courses in the high school curriculum. Business education has stood the test of time, and indications are that it will continue to be a valuable aspect of high school education for many years in the future.

A review of the history of the business education curriculum also reveals that the public school curriculum must serve the needs of the democratic society of which the school is a part. In general, the needs of a democratic society are best served by comprehensive curricular offerings that provide many-faceted educational opportunities. The classical curriculum could not survive because it was geared primarily to the needs of persons who would enter the professions, chiefly law, the ministry, and medicine. The justification of courses on the basis of "general education value," as attempted in the 1930's, could not be maintained because of the needs of a democratic society for much more than "general" education. The emphasis on the "academically talented" in the 1950's could not be sustained because a democratic society must provide educational opportunities for all its citizens and the system that provides these opportunities must be free of discrimination. In large measure, the history of the business education curriculum in the United States has been a history of comprehensive educational offerings that permit everyone to attempt levels of competence and achievement that would not be possible under any form of restricted education. All new educational movements and new educational arrangements need to be evaluated in terms of their desirability in a democratic society.

The vocational objectives of business education have been the vital forces of the discipline since the early beginnings. All of business education's history points to the value of business education as occupational preparation, and the thought must be entertained seriously that this objective is not likely to be any less powerful and necessary in the future.

The dual objectives of business education have been around long enough that it seems probable that they will continue to be recognized as desirable goals for the discipline. Since the day when personal finance education and consumer education began to be taken seriously as worthwhile goals in business education, their acceptance has increased steadily. With the current emphasis on consumer education there seems

little likelihood that this objective will diminish in importance in the near future.

The business education curriculum in the public high schools serves the needs of the youth of our nation through:

1. Occupational and career guidance, career orientation, and exploration of job opportunities and requirements in business
2. Development of occupational knowledges, attitudes, and skills that are oriented around job classifications of (a) clerical, (b) stenographic, (c) bookkeeping and accounting, (d) data processing, (e) marketing and sales, (f) business ownership and management
3. Development of consumer knowledges, attitudes, and skills that permit one to make appropriate and reasoned decisions in the selection, buying, and use of consumer goods and services
4. Development of understandings regarding the organization and operation of the nation's economic system that will permit one to make personal economic decisions that are appropriate for the economic system as a whole and cast votes for elected officials who are most likely to promote the best economic interests of the nation
5. Development of personal-use skills that will permit one to become a fully functioning individual in the personal business activities of life
6. Course offerings that serve as the basis for advanced study in business.

The importance of business education in the public school curriculum after a relatively short span of years gives testimony to the strength and power of the subject area. There is no reason to believe that its future is any dimmer than its past has been.

BUSINESS EDUCATION IN THE ELEMENTARY SCHOOL PROGRAM

Some efforts have been made to include business subjects in the elementary schools. A part of career education is designed to be developed from the primary grades through the intermediate grades, the middle school, and the upper elementary grades. Career awareness, career orientation, and career exploration are meant specifically for the elementary schools. Many times, business teachers will be able to assist in these career education efforts.

Typewriting sometimes is included in elementary school programs. Sufficient research has been completed to indicate that children can learn to operate the typewriter by touch at almost any age level at which they receive instruction. The philosophical question remains, however, as to whether it is desirable to start the development of typewriting skills in elementary schools. The problems of articulation between elementary or junior high school typewriting and the typewriting instruction received in the senior high school seems to be a difficult problem to solve. It appears to serve no good purpose to make students start typewriting again. At the same time, however, tests for placing high school typing students in the appropriate courses seem to be used infrequently by high school business education departments.

In spite of the apparent success of typewriting courses in the elementary schools, enrollments do not seem to be experiencing any rapid growth. One of the reasons for this seeming lack of growth probably is that business teachers usually are not qualified to teach in the elementary schools and elementary school teachers are not qualified to teach typewriting. It appears that this situation will not change much in the next few years.

BUSINESS EDUCATION IN THE JUNIOR HIGH SCHOOL

The objectives of the junior high school have not changed much over the 60 years or so since these institutions were first begun. They offer exploratory experiences in a number of subject areas, and these experiences serve as guidance for further study in high school.

The business education course offerings in the junior high schools also have remained quite stable over the years. Cress, writing in the Sixth Yearbook of the National Commercial Teachers Federation, reported that junior high school business courses were junior business training, general business, typewriting, and business arithmetic.[8] Earlier, some junior high schools had offered bookkeeping, shorthand, and office practice, but the increased compulsory school age and the lack of job opportunities for individuals who were not high school graduates had caused these subjects to be moved back into the senior high schools.[9] At the time Cress was writing, junior business training was similar to the present-day general business course, and general business was usually a business exploratory course. Business education course offerings in present-day junior high schools consist chiefly of typewriting, general business, and career exploration, frequently in the form of a business exploratory course. Business education in the junior high school has changed but little during the past 30 to 40 years, and there is not much indication that any great change will occur in the next few years.

BUSINESS EDUCATION IN COMMUNITY-JUNIOR COLLEGES

The first public junior college in the United States was established in 1901 in Joliet, Illinois. Goddard states that, "The primary function of the junior college during the early days of its development was that of providing students an opportunity to begin the curriculum which they would later pursue in a senior college or university."[10]

The movement to develop community-junior colleges was not accepted quickly by educators. Relatively few such institutions were in existence until after World War II, and those that existed were somewhat suspect in the eyes of college and university professors and administrators who

[8]Cress, Carl C. "The Junior High School Business Curriculum." *The Business Curriculum.* Sixth Yearbook, National Commercial Teachers Federation. Bowling Green, Ky.: the Federation, 1940. pp. 61-69.

[9]*Ibid.*, pp. 63-68.

[10]Goddard, Merl Lee. *The Potential Role of the Junior College in Education for Business.* Monograph C-15. Cincinnati: South-Western Publishing Co., 1967. p. 1.

doubted that the quality of education in a community college could be as good as that in four-year institutions.

The phenomenal increase in students who wished to attend colleges after World War II and during the 1950's and 1960's spurred the growth of the community-junior college in many parts of the nation. California and New York established statewide systems of community colleges that became part of the higher education systems in their states. Other states soon followed with similar statewide systems. The rising costs of education, and the spreading belief that every high school graduate should have an opportunity to attend college, were factors in the establishment of community colleges in most of the 50 states.

The community college is a unique educational institution in that it is established specifically to help meet the educational needs of the community that it serves. Such a mission permits great flexibility in curriculums and course offerings. In fact, many community colleges pride themselves on their refusal to be bound by tradition and upon their willingness to provide courses and programs for any demonstrated need in the community.

Although community colleges may specify a number of purposes for the programs they offer, the two overriding purposes are occupational preparation and preparation for transfer to upper-level universities. It makes much sense for community colleges to offer occupational programs in those areas for which a two-year program is adequate. Many such programs can be identified, such as legal or medical secretary, computer programmer, court reporter, etc. For the careers and professions that require four-year degrees and beyond, however, the community college must articulate the two-year transfer programs with the requirements of the upper-level universities which students will attend. This problem of articulation can be a severe one unless the institutions work closely together to minimize the differences in requirements and to plan the sequences of courses to be completed at each of the institutional levels.

Traditionally, in the United States, colleges have been four-year institutions. With the rapid growth and widespread acceptance of community colleges as a part of higher education, the traditional four-year institutions in some areas of the country are becoming upper-division and graduate level institutions. The shift in student population from lower- to upper-division students requires that four-year colleges and universities gear their curriculums to meet the special needs of these more mature learners. Such tactics as advanced placement, individualized progress programs, and validation examinations probably will be common procedures used in the future by business education departments in four-year universities.

Community college programs in business will be a large part of the postsecondary education in the future. In the main, these programs will be for occupational preparation and for upgrading the occupational skills that employed individuals already possess. It does not seem likely that community college programs will decrease to any great degree the need for occupational programs in the comprehensive high schools, but four-year

universities will be required to articulate their programs closely with those in community colleges.

AREA VOCATIONAL CENTERS, SKILL CENTERS, AND SIMILAR INSTITUTIONS

A fairly new development in vocational education is the area vocational center, or skill center, that is organized as a part of the high school vocational program. In general, students who attend these centers spend a portion of the school day in a home school and are transported to the center for the remainder of the day. Ordinarily, a number of school districts agree to contribute to the financing of these centers in return for being able to send to the centers the high school students who have indicated that they want some specialized training that the regular high school is not able to provide.

The area vocational or skill center has some definite advantages over the comprehensive high school. One of the biggest advantages, of course, is that training which is expensive or which requires costly and sophisticated equipment probably cannot be conducted in many comprehensive high schools, especially small ones. By combining resources, several high schools working together may be able to provide this training.

A second major advantage of these centers is that, at present, much of the cost of constructing and equipping the centers is financed by funds from the federal government. As long as such funds are available, the centers should have no difficulty in continuing, even in instances where enrollments are low.

One disadvantage of the area vocational or skill center is that some students may not take courses when they are offered only at the center and not at the home high school, since many students will not leave the activities of the home high school in order to attend a center some distance away. With the changes that are occurring in high schools, however, such as shortened school days, early leaving for jobs, open campuses, home study, and the like, this disadvantage soon may disappear.

A second disadvantage of these centers is that they may tend to reinforce the dichotomy that already exists in many schools between so-called academic and vocational studies. One of the great strengths of the American high school has been its comprehensive nature, providing opportunities for all persons to pursue areas of interest and competency. Any development that tends to splinter this comprehensiveness by separating part of it out from the rest is likely to result in dichotomizing the student body as well. It would be unfortunate if business education is regarded as suitable only for less able students, largely because of being associated with skill centers.

The area vocational centers are somewhat like the old commercial high schools, except that the modern center includes all occupational areas. It is too early to determine their effects on the business education programs in the comprehensive high schools. If the centers remain in existence in their

present form, however, there is little doubt that portions of the occupational programs will move out of many comprehensive high schools into these centers. If these centers represent the beginning of an alternate school movement, it will mean that the comprehensive high school will no longer be a viable concept. It is conceivable that similar centers will be established for specialized training in music, in art, in political science, etc. If, however, the occupational skills centers stand alone in their separateness from the comprehensive high school, they may have difficulty in maintaining identity as an equal educational partner with all academic departments.

BUSINESS TEACHER EDUCATION

The business teachers who first came to the public high schools to teach business courses were, to a large extent, recruited from the private business schools. These teachers brought with them the curriculums, the courses, and the teaching methods that had been developed in the private business schools.

To some of the business education leaders of the time, it became obvious that high school teachers needed additional schooling in course content, curriculum construction, and teaching methods. Business teacher education was born out of this need.

One of the first business teacher education programs in the United States was at New York University, and this program grew rapidly. As Professor Tonne has stated: "In the 1930's most business teachers even in the metropolitan areas did not have degrees. They came to New York University and many other urban universities to be 'upgraded.' . . . those who attained a B.S. were usually given a special (salary) increment."[11]

Other business teacher education programs soon were established in many colleges and universities throughout the country. A number of these universities offered graduate programs for teachers who had a degree, and many other colleges included business teacher education as one of the options in their teacher education programs.

Business teacher education programs in colleges and universities traditionally have been built around the legal requirements for obtaining a high school teaching certificate and the requirements for the accreditation of the high schools by the state departments of education. Generally, either the requirements for certification or the requirements for accreditation have been based on semester hours of college credit in each subject or course to be taught. The certification and accreditation agencies of the various states set up certain safeguards to insure that a teacher who taught a specific subject in the high school (such as bookkeeping, shorthand, typewriting, etc.) had demonstrated a knowledge of that subject by passing one or more courses in college. This pattern for certification and accreditation has remained virtually the same for the past 50 years. A few states now have

[11]Tonne, Herbert A. "How It All Came About." *Delta Pi Epsilon Journal* 18:21; February 1976.

moved toward competency-based certification, but most of the states still use subject matter credits as the basis for certification and accreditation.

The changes that have occurred in business teacher education during the past 50 years have been fairly minor ones. The business teacher education programs have expanded their curriculums so that graduates are able to teach a number of different subjects in the high schools. From a time when major emphasis was on bookkeeping, typewriting, and shorthand, graduates of business teacher education programs now receive special preparation to teach office practice, business law, data processing, consumer economics, marketing and distribution, business management, cooperative education, and others. Graduates of business teacher education programs generally have a fairly wide variety of course work in all areas of business, including accounting, finance, marketing, management, law, and data processing.

The philosophy still prevails in business teacher education programs that graduates of these programs should be able to teach all the business subjects in the high school. This situation is likely to continue, and the present period of declining enrollments may bring increasingly higher requirements for entry into the teaching profession.

Professional laboratory experiences have become a vital part of teacher education programs everywhere. In some places, internships have been tried as replacements of student teaching. However, the difficulty of employing persons who are not certified, together with the reluctance of teachers unions to permit such persons to earn salaries for their internships, have operated as discouraging factors to the use of internships. There seems little likelihood that this situation will change in the near future because of the tight job market and the surplus of teachers.

The time probably is here when concentrated attention should be given to the improvement of the quality of business teachers. It should be possible to select prospective teachers more carefully and to require a higher degree of preparation than has been true in times past when teachers were scarce. Some formidable problems face teacher education institutions, however, in their efforts to bring about improvements.

The most serious problem in improving the quality of teachers has to do with identifying the factors or elements that are associated with effective teaching. Research efforts have not come up with very definitive criteria that can be used in predicting who will and will not be effective teachers. Until such time as the qualities and characteristics of effective teachers can be identified with a fairly high degree of accuracy and confidence, a number of the problems facing business teacher education will remain. A list of these problems would include the selection of individuals for entry into, and retention in, the business teacher education programs, the appropriate use of competency-based teacher education, the use of ratings of teachers for promotion and tenure, the use of a probationary period for new teachers before full certification is achieved, the number and type of professional laboratory experiences, the appropriate supervision of student teaching and internships, and the most suitable arrangement for the

full professional education component of business teacher education (such as the study of educational psychology and teaching methods at the same time that student teaching is done). The progress that is being made toward the solution of these problems is slow enough that it seems safe to predict that the business teacher education programs are not likely to change drastically in the near future.

SUMMARY

Business education in the United States is a recognized and respected part of the total educational effort. If, in future years, the leaders in business education continue to support the philosophy and activities that are aimed at the growth and development of the discipline, business education surely will remain one of the most important aspects of all education. The future should see increasing use of research as the basis for business education practices. The future also should bring increasing involvement of business educators in professional activities. An expansion of business education to encompass a worldwide endeavor is not unthinkable. The future appears bright indeed.

CHAPTER 2

The Role of Education for Business in Career Education

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The potency of career education lies in the fact that it is a statement of values, not a set of teaching procedures or techniques. For many years, a large part of our education program was preoccupied with a value structure which revered learning for learning's sake; for college's sake; or in the extreme case, for snobbish, esoteric reasons. Education for work appeared to be a stepchild, a type of education parents knew needed to be provided for the children of *other* families. The historical dominance of academic values for our educational system has been well documented; certainly business educators need not be reminded of it.

Career education, on the other hand, demands that the entire educational system be geared for one of the "realities" of life—work. A "sensible" educational system, therefore, should help us to choose areas of work that interest us and prepare us to enter and succeed in those areas. Thus, career education is proposed as a frame of reference for the selection and sequencing of content—a philosophical response to the ancient question of what should be taught. Underlying this frame of reference, there seem to be several premises:

1. Most people work most of their lives.
2. Many of our needs are satisfied by and imbedded in our work.
3. Many people are not knowledgeable about the world of work.
4. The educational system can and should help citizens
   a. Become knowledgeable about the world of work
   b. Explore numerous occupational areas
   c. Make reasoned choices among these areas
   d. Prepare for one area
   e. Be placed in the area

According to its proponents, this frame of reference is to be applied pervasively throughout the curriculum much as the academic value structure has been applied in the past. Consider, for example, this quote from a recent book on career education:

> . . . we can derive the following key concepts of career education:
>
> 1. Preparation for successful working careers shall be a key objective of *all* education. (Italics added.)

2. *Every* teacher in *every* course will emphasize the contribution that such subject matter can make to a successful career. (Italics added.)[1]

Or, consider this statement from two business educators:

> Basically, career education provides a core for the total educational program, using the job as a unifying force for all school disciplines. In this sense, career education represents a total system wherein all general education offerings take on new meanings relating to careers and work.[2]

Thus, career education is advanced by its advocates as a sweeping value reorientation for all of public education.

PROBLEMS POSED BY THE CAREER EDUCATION MOVEMENT

Because leaders in the career education movement propose no less than total reorganization of the public school system, the movement has posed a number of problems and concerns to educators and laymen alike. These problems have implications for both general education and business education.

Problems for general education. Career education poses an obvious threat to those teachers and schools which have prospered on the notion that the more unrealistic an education becomes, the higher status it earns. However, a job-oriented value structure also threatens music appreciation, personal typewriting, and general shop courses. Such courses either have to be eliminated from the curriculum, or include as a major emphasis the exploration of careers in music, office work, or industry. Since *every* teacher in *every* course must subscribe to this value structure, one wonders if students in our public schools will be able to play an ordinary game of volleyball during physical education periods anymore without being subjected to lectures on the salaries and fringe benefits achieved by professional athletes.

Of course, leaders in career education explicitly state that other objectives for education are "legitimate" and that career education should not conflict with these other objectives. However, they also forcefully point out that career education is the key, the axis around which the entire educational system should revolve. Other objectives, such as citizenship, culture, family responsibility, and basic education, thus become secondary in nature to occupational exploration and preparation.[3]

Nash and Agne suggest that such singularity of emphasis may carry functionalism to excess.[4] The effect might be a purging of all educational experiences which do not help students to explore, prepare for, or enter the labor market. They remind us that man does not obtain happiness solely

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[1] Hoyt, Kenneth B., and others. *Career Education: What It Is and How To Do It.* Salt Lake City: Olympus Publishing Co., 1972. p. 5.

[2] Calhoun, Calfrey C., and Finch, Alton V. *Vocational and Career Education: Concepts and Operations.* Belmont, Calif.: Wadsworth Publishing Co., p. 4.

[3] Hoyt, and others, *op. cit.*, p. 5.

[4] Nash, Robert J., and Agne, Russell M. "Career Education: Earning a Living or Living a Life." *Phi Delta Kappan,* February 1973.

from his work. In fact, recent studies of the assembly line and of American workers in general reveal widespread boredom and dissatisfaction with work. For example, Studs Terkel reports with devastating clarity the numbing and destructive effects of work on people.[5]

Nash and Agne also suggest that the career education movement is ideologically committed "to a corporate social order" and a technological society. While a corporate social order may be a current reality, these critics state, the career education movement accepts such a view of our society as "good" and disregards numerous criticisms of the effects on people and ecology which a corporate society devoted to technological growth has produced. These critics ask *should* we devote our school systems to an economic and social order infamous for its waste, its despoilation of our natural resources, and its underutilization of our human resources.

Other critics fear that the career education movement may further erode both the willingness and ability of our consumer/citizens to participate in economic and political decisions. Our economic and political systems are both based upon participation by the people. If preparing for a career is the *sine qua non* of the school, what becomes then of the importance of being a skillful, knowledgeable decision-maker as a consumer and as a citizen? By inference, these skills take a back seat to career decision making. Yet, without such skills, our consumer/citizens are more susceptible to political and economic demagoguery. Hechinger states, "to forget the vital relationship between education and the body politic is to ignore the foundation of a self-governing nation—at least as perceived by the Founding Fathers."[6]

From within vocational education ranks has come the criticism that it is as important to learn how to spend one's income as it is to learn to earn that income. Thus, many advocates of consumer education have become alarmed at the recent emphasis given to career exploration and preparation in the public schools. Learning to spend one's income not only with an individual's values and goals in mind but also for social goals is indeed a necessity. Poor money management, as demonstrated by research studies from the 1940's to the present, is one of the major reasons for marital discord. Problems within a family unit affect the satisfaction of an individual both on the job and outside the working world. Life is not segmented with one facet having no effect on others.

To organize a curriculum, womb-to-tomb, around the exploration and preparation for the world of work suggests to many educators that our educational institutions should become factories supplying narrowly trained drones for a corporate America. In fact, a rigid adherence to a career education philosophy could easily pose just as much difficulty for the "whole child" as the traditional college entrance philosophy presented in the past. When the career education movement is backed with federal and state dollars as well as rhetoric, the threat to general education parallels in

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[5]Terkel, Studs. *Working*. New York: Avon Books, 1972. p. xiv.

[6]Hechinger, Fred M. "Sheepskins in Mothballs." *Saturday Review*, August 7, 1976. p. 12.

intensity that which was created for business education by the money spent for science, math, and foreign languages following the lofting of Sputnik.

To business educators who have desperately clung to the dual purposes of business education in a vocational education era, the monies and effort given to career education have served to place increased pressure on the general education courses provided by our field, such as business law and general business. In a number of schools in our nation, these courses have been deemphasized or have been deleted altogether from the curriculum because of little or no governmental financial support.

Problems of implementation for business educators. An obvious premise underlying the career education movement is that it is actually *possible* to arrange the educational system to feed the factories, firms, and farms of our nation. For example, Gordon Swanson states:

> One hundred percent placement is both a feature and a goal of a career education program. Placement may be in a job or in an educational program which is additionally preparatory. Placement as a feature has a double purpose: to insure that career education is goal-oriented for all students, and to insure that the educational system is willing to accept the burden of its own casualties. Implied in the latter is the need for the education system to engage in successive placements of the same individuals including those who choose to intersperse adult education with work. Placement is a demanding feature of career education. It provides its most important basis of accountability.[7]

This premise has several aspects. Consider first the diversity and numerousness of the careers for which students should be made aware. The Dictionary of Occupational Titles contains more than 23,000 different listings of occupations. Given the plethora of jobs, there is virtually no way that elementary students can adequately explore anything but broad categories of work. And the time available during the junior high school period is adequate to permit exploration of only a few occupations sufficiently to provide a sound basis for career decision making. The obvious retort to such an argument is that most students are woefully uninformed about the world of work[8] and that while the educational system may not be able to provide them with a complete orientation to all their work alternatives, it can improve their knowledge of alternatives considerably and increase their ability to choose careers more intelligently.

A second aspect involves the experience with and knowledge of careers that current teaching personnel possess. To implement the objectives of career awareness and exploration in all business subjects requires that business teachers be thoroughly knowledgeable about the jobs and job opportunities in the entire spectrum of marketing, management, and office fields. One suspects that most business teachers have limited job experience outside of the classroom. It is difficult to see how business teachers can perform their role in career education if they are not much better informed about the world of work than their students. To meet this problem, many

[7] Calhoun and Finch, *op. cit.*, p. 112.

[8] See, for example, Brower, Edward B. *The Office Expectations of White and Nonwhite Business Education Students.* Doctor's thesis. Philadelphia: Temple University, 1970.

schools require work visitation days for their teachers, and of course, advisory committees are required for funding support. However, there is evidence that business teacher educators do not recognize the importance of work experience for their graduates.[9]

The multiplicity of occupations makes career counseling and preparation a very difficult task for counselors, teachers, and administrators. The diversity of jobs may lead to gross oversimplification of complex career structures and ultimately to poor counseling and training programs. If the complexity of information is compounded by meager firsthand experience in the world of work by educators, misinformation and inappropriate curriculums could well result. State education personnel and teacher educators, among others, who have evaluated the work histories of high school teachers or who have reviewed the standards and content of high school vocational business subjects, have recognized this concern for a number of years.

A third and more serious aspect surrounds the understandable thrust of state and federal agencies to identify future manpower needs of the nation and to adjust the output and character of the public educational system to supply these needs. This is unquestionably a laudable objective. However, it can easily become a regulatory objective. And there are those who feel that the arsenal of "big brother" weapons available to state and federal educational agencies is already formidable without adding manpower accountability to the stack of arms. It is also very sobering to consider the potential manipulation of American schools by governmental agencies for manpower purposes against the previous success of governmental agencies in manipulating the economy. Can we really expect any better performance from the educational regulators than we have received from the economic regulators?

Consider the various manpower/education planning models which have been funded by governmental monies recently. Many of the personnel in education and in federal and state educational agencies clearly support the notion that future manpower needs can be identified and that governmental funding and regulation should be made on that data.[10] However, there are serious difficulties in using a manpower approach to curriculum planning because our ability to forecast employment opportunities is more an art than science. Given the length of many training programs—2-4 years—it is very difficult to ascertain the kinds of jobs which will become available for graduates. The cyclical problems of feast and famine for engineering graduates illustrate this point as does the recent and sudden demand for geologists. Manpower planning has some real value. But, it should not be used as the only factor for planning or rewarding educational programs.

Consider also the problem of student rights. If students wish to become labor economists and there is only one opening predicted in labor

[9]See, for example, Jones, Maloyd E., Jr. "Work Experience Programs in Business Education." *Delta Pi Epsilon Journal*, February 1973. pp. 22-32.

[10]Hoyt, Kenneth B. "Issues and Concepts in Career Education." *NABTE Review*, 1974. p. 13.

economics for every 30 persons in training, should they be barred from such training? Should funds provided to labor economics programs be severely curtailed or withdrawn because of the low placement success of graduates? Certainly many schools of art and humanities would be shut down swiftly if job placement was the measure of accountability. Are we to replace student interest as a basis of curriculum development with the interests of personnel directors? Who shall our schools serve, anyway?

The problems of preparing students for the labor market have been compounded in recent years by an increasing insistence by various federal and state funding agencies on specificity in training programs. That is, rather than encouraging training programs which prepare graduates for broad categories of work, many of these agencies seem to encourage training programs focusing on very specific and narrow D.O.T. positions. For example, the education guidelines of one state present the following programs for vocational funding:

—Distributive Marketing Education Program

—Bookkeeping Program

—Keypunch, Coding and Peripheral Equipment Operators Program

—Computer and Console Operations Program

—Computer Programming Program

—Clerical Program

—Secretarial Program

—Stenography Program.[11]

The wisdom of any secondary school developing a program which focused narrowly on the preparation for specific office machines careers as distinct from clerical careers, or stenographic careers as distinct from secretarial careers, is dubious at best. Given the unpredictableness of the economy and especially the traumatic effect of technological changes, it would seem that a 2-3 year program should broaden its focus to the preparation of office worker in general.

A SUGGESTED VIEW OF CAREER EDUCATION FOR BUSINESS EDUCATORS

The career education movement, like any major educational change, has multiple ramifications, some of which may be beneficial while others are detrimental. Many of the problems mentioned earlier would be alleviated if business educators adopted a broadly based conceptualization of career education which encompasses the relationship of various facets of life rather than a narrow orientation to only career development. Several years ago, the Arizona State Education Department subdivided career education into three major areas that included:

1. Learning To Live

[11] Illinois Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education. *Suggested Guidelines for the Planning of Sequential Programs at the Secondary Level in Business, Marketing, and Management Occupations.* Springfield: the Board, 1975.

2. Learning To Learn

3. Learning To Make a Living.[12]

This definition of career education is much broader in scope than many that have been suggested, and an approach to career education which is more consistent with the broad goals of business education. It should also be noted that the school is only one of the sources by which students learn to live, to learn, and to make a living. The peer group, church, family, media, and community agencies all help mold in one way or another a student's knowledge, skills, and attitudes toward these three facets of career education.

Learning to live. Learning to live relates to the development of a lifestyle which will be fulfilling for an individual and be for the common good of the society. Fulfillment for an individual generally involves behaviors consistent with one's values and goals. The common good of the society involves actions which contribute to the well-being of the aggregate community. Learning to live, then, pertains to choicemaking by an individual consistent with his/her values and goals and with what is deemed beneficial for the society. It is a process which will result in different choices for individuals and different choices for an individual during various stages of his/her life cycle. To help students make these choices, business educators, among others, should provide students with an experiential base for developing a repertoire of skills, knowledges, and attitudes necessary for learning to live.

PURPOSES OF WORK. Students should understand that work is needed not only for the individual but also for the society. Individuals need work in order to sustain themselves and their families in addition to gaining a feeling of self-satisfaction and identity. Work is also necessary to produce the many goods and services available in our country.

There are a number of ways to encourage an understanding and a positive attitude toward work. Students should be enabled to gain satisfaction from a job well done. Learning activities in business classes should be aimed at the interest and ability levels of students so that they can experience pride in successfully completing tasks. Experiences could be planned whereby students realize the lack of worth felt by many unemployed youth after many unsuccessful attempts at entering the job market. Interviews of such individuals could be planned. Current periodicals are replete with many such accounts.[13] Learning activities could be planned to show how the quality of life could decrease in a family unit and the nation if some or all individuals ceased to work. Work thus affects our lives beyond the actual job.

NEED FOR COOPERATION. Cooperation and the ability to work with others are essential ingredients for fulfillment in a family unit, a community, and an occupation. Almost everyone needs to cooperate and work with others at one time or another. Our society has become an

[12]Arizona State Education Department. Slide-tape presentation explaining the concept of career education.

[13]Kirk, Donald. "Nothing To Do, Nowhere To Go." *Saturday Review* 3:22; August 7, 1976.

increasingly interdependent one. Witness the interdependence in our offices, factories, and homes. If one individual does not cooperate by doing his/her share, the productivity and satisfaction of others are affected.

This does not mean that students should be educated to cooperate unwittingly with others to further a project or idea that they do not espouse. But, students should understand that cooperation is needed in order to attain the common goals of a particular group.

Student-centered teaching techniques, including panel discussions and other group activities, can assist in developing the value of cooperation. Simulated offices with a particular work flow could well demonstrate the need for cooperation. If an individual does a job improperly or inefficiently, it affects the productive capability and work satisfaction of others.

VALUE OF LEISURE-TIME ACTIVITY. Some critics visualize the career education movement as a major pitch for a return to the Protestant work ethic with its emphasis on "keeping your nose to the grindstone." Strict adherence to this ethic does not mesh well with a postindustrial society offering an increasing amount of both leisure time and unemployment. All work and no play might well make Jack and Jill dull not only in the family unit but also in the community and on the job. A wholesome use of leisure time is essential for maintaining a balance in life.

Students should be exposed to the need for leisure time and the many available leisure-time pursuits. Consumer education classes are an appropriate setting for considering various leisure-time activities, many of which vie for the consumer dollar. Planning leisure-time activities according to one's economic resources, values, goals, and work situation can be a valuable project.

IDENTIFICATION OF PERSONAL VALUES AND GOALS. An individual's lifestyle should be based upon his/her values and goals if maximum fulfillment is to be attained. Values are those qualities and things that we cherish. Goals are the objectives to be implemented in order to fulfill or satisfy the values.

A need exists for students to identify their values, to list them in priority, and then establish consistent goals. This should be done for the "whole life" instead of merely that part which involves work. Determination of the career to be followed should not be made just according to the values and goals in a career but also in accordance with the values and goals for one's whole life. If, for example, an individual values a close relationship with his/her spouse, children, and members of the community, an occupation requiring considerable travel and overnight stays away from home may not be desirable even though it may mean a large increase in pay and job security. The increased salary and advancement may serve one's goals for economic security and prestige associated with a career, but if other values take priority, the opportunity is not taken.

As indicated in this example, decision making in life generally involves trade-offs. An individual may have to give up some job and economic security in order to better satisfy other values.

There are many teachable moments for values and goals in the business education curriculum. Values and goals are a natural for consumer education classes since they are the basis for most consumer decisions. Money management plans differ from one person to another due to varying values and goals. Before establishing money management plans, students should be taught how to determine their own values and then set goals accordingly.[14]

Students can readily see trade-offs or the opportunity cost concept through money management plans; that is, if money is spent on one item or service, the opportunity cost is the foregone satisfaction that could be derived from another selection. Students should be led to see the applicability of the opportunity cost principle in other areas of life as well, including the cost of choosing one type of job over another, the cost of entering the working world after high school instead of advanced education, and the cost of choosing marriage immediately after high school instead of waiting a few years.

Vocational business education courses also lend themselves to teaching about values and goals. The opportunity cost of moving up the career ladder in the office, distributive, and management areas should be pursued. Interviews with successful office managers and marketing executives could include what they gave up in order to achieve their positions. Graduates of your school who are employed in the business community could be asked to indicate the reason why they chose their occupations and the nature of satisfaction received, especially in relationship to their values and goals.

IDENTIFICATION OF THE SOCIETAL GOOD. The definition of learning to live implies that a chosen lifestyle should be consistent with the common good of society. The common good involves providing something of value to society, such as the contribution of the bricklayer opposed to the contribution of the bank robber. Also, that which is beneficial to society involves considering the welfare of others besides oneself in making decisions. A few basic principles need to be learned by students if they are to be able to identify that which is consistent with the common good.

First of all, many of our rules and regulations which are a part of living were established to further the common good. Our traffic laws, criminal code, and school regulations are examples. Sometimes people do not believe certain laws are beneficial for society. Perhaps the laws are outdated or were not fair when originally enacted. In our country, we have means to implement change of such laws through our judicial, legislative, and executive branches of government. Students should be acquainted with these various channels to implement needed changes. This is an important part of learning to live in this country.

The common good is also affected by consumer decisions made in the market place. If consumers continue to buy large-sized cars, this is the type

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[14]Some excellent resources for developing value clarification include: Simon, Sidney B., and others. *Values Clarification*. New York: Hart Publishing Co., 1972. Raths, Louis E., and others. *Values and Teaching*. Columbus: Charles E. Merrill Publishing Co., 1966. Howe, Leland W., and Howe, Mary Martha. *Personalizing Education*. New York: Hart Publishing Co., 1975.

of car which will be produced. Many believe that such an aggregate decision is contrary to the common good due to the relative scarcity of gasoline.

The common good for the society is defined differently during different eras and by different groups within the society. The environmentalists and many in the business community differ in their opinion regarding the benefits to society of disposable, nonreturnable bottles. It is now questionable to many if individuals should be encouraged to work overtime in extra jobs, considering the great number of unemployed seeking work. Many are now wondering if automation has been such a blessing considering the number of people who feel helpless or worthless due to technological unemployment.

Some of the issues surrounding the definition of the common good are confusing and complex. Yet, students should understand these issues since they are and will continue to be making decisions affecting the common good. If a participating consumer/citizenry is a viable goal, the quality of the decision making will be greatly dependent on how well the participants are prepared to assume their roles.

Basic business courses, with their economic education thrust, are excellent preparatory subjects for this area. The relationship of decisions in the marketplace and polling booth and the concomitant effect on personal, occupational, and community life should be studied. Questions could be raised for consideration such as:

a. What jobs would be affected if the consumers throughout the nation decided to repair the old cars rather than buying new ones? Would any particular communities in our nation suffer due to this decision? What programs in schools would be affected by this decision? Would this be "good" or "bad" for society?

b. Suppose a bond referendum wins or fails in a community? What jobs would be affected by this decision? Would the decision affect the amount of disposable income of those within the community? How? Could this affect the quality of life within the community?

Vocational business education classes may also promote some understandings in this area. For example, consideration could be given to the effects automation and unionization have had in the office and, in turn, the benefits or detriments which accrue to society because of these developments.

PROBLEM-SOLVING PROCESS. Problems are an everyday part of life; they are a "given" for life. There are problems in one's personal, occupational, and community life. An essential tool for the individual is an ability to use the problem-solving approach. Case problems and projects can be employed in all business education classes to assist students in utilizing the problem-solving process. The process should be used with all types of problems so that students understand the versatile applicability of the process in the various phases of their lives.

Learning to learn. The second objective is learning to learn. Change is one of the prime reasons for learning to learn. As indicated by Toffler and others, the average 20-year-old individual may well change jobs six to seven

times during his/her lifetime.[15] In order to cope with such change, individuals must be willing to learn new concepts, skills, and attitudes. As new societal and personal problems and values emerge, individuals must learn how to cope with them. The onslaught of change has brought about this need of learning to learn.

As Toffler also maintains, change does not and should not necessarily rule us.[16] Individuals should control change. But in order to do so, people have to realize the consequences of a particular change and implement action either to encourage or impede it. Getting the facts about and determining the consequences of a specific change involve learning to learn.

LEARNING SOURCES. There are numerous learning sources which an individual can use. Business education teachers should provide many opportunities for students to use various learning sources, such as the library, multimedia packages, businessmen, city officials, parents, and neighbors. Students should be encouraged to evaluate the type of information received from various sources, such as whether the information is basically fact or opinion and whether the fact or opinion is of a representational nature. Only in this way can sound decisions be made.

JOY OF LEARNING. If students are to continue their quest for learning, they must realize a success and joy from learning. The teacher is an important element in developing this trait. Teachers should enjoy learning themselves and show this thirst for knowledge. Learning activities should be planned so that students can experience joy and success.

Learning to make a living. Learning to make a living involves both the general and specific skills necessary for gaining and holding a job. Many of the general skills were mentioned earlier under *learning to live.* Actually, learning to make a living is one component of learning to live.

Both the general and vocational business education subjects contribute to this component. In office and distributive education offerings, the focus is primarily geared toward developing the specific skills necessary for the jobs. In the basic business courses, students primarily develop general skills and knowledges which are essential for making a living, such as computational efficiency, cooperative attitude toward the world of work and others, and an ability to communicate. Both types of skills, knowledges, and attitudes are necessary for learning to make a living.

CONCLUSION

Career education began as a noble attempt to help students in our society adapt to and enjoy their lives more fully by becoming aware of, exploring, training for, and entering useful, satisfying careers. As currently advanced by many, however, the career education movement can present educators with as rigid and narrow a frame of reference for the educational system as the "academic" movement of the past. Career education thus

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[15] Toffler, Alvin. *Future Shock.* New York: Bantam Books, 1970. p. 109.

[16] *Ibid.*, chapter 19.

poses problems to those wishing a balanced educational program which will prepare our youth for life—rather than merely college or a job.

Business educators should consider embracing career education as only one facet of a much broader educational philosophy. This philosophy ought to consider the totality of an individual's needs rather than giving priority to any one need. We believe that career education, if included in the educational system with perspective, will provide needed balance to that system. Neither career education nor general education should become the sole focus of that system. Given the historical duality with which business educators have viewed the curriculum, they seem peculiarly well suited to bring balance and perspective to the nation's schools.

CHAPTER 3

The Role of Education for Business in The Elementary School

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There are two areas of instruction in the elementary school that seem to be logical places where concepts related to business may be infused effectively: (1) career education and (2) the economics dimension of the social studies program. This chapter will focus on the career education approach.

The career education movement of the 1970's brought with it unprecedented opportunities for business educators to contribute to the overall development of elementary school children. A good career education program is based on the many dimensions of career development including: attitudes and appreciations, self-development, decision making, coping behaviors, lifestyle, career information, economic awareness, and systems awareness. Think about these dimensions for a moment. How does business education relate to these dimensions at the elementary school level?

Some relationships come to mind immediately. Young adults who view big business with disdain developed those attitudes at some stage in their life. High school boys who view secretarial tasks as feminine work began developing those attitudes long before they entered high school. Undergraduate women with high interests and aptitudes for management level positions in the business world, but who do not view themselves as managers, have had things happen to them in their formative years which have influenced this concept of self. Consumers who do not understand the producer to consumer flow of goods and services have good reason to wonder why that package of frozen peas "costs so much."

All of the above examples—and many more—relate to concepts that should be taught in the elementary school. Furthermore, these examples fall within areas that have always been a part of business education: economic understanding, business principles and management, consumer education, and attitudes toward work. Business educators who wish to work effectively with elementary school personnel on infusing business concepts into a career education program should have an understanding of career development in the elementary school years.

THE FORMATIVE YEARS

Many career development theorists have labeled the elementary school years as the "fantasy" stage in a person's career development; others have called it the "awareness" years. However, these labels have been devised by adults who tend to characterize children's activities as fantasy and awareness, when for children they are reality. The child's perception of an adult worker may not match an adult's perception of that same worker, but nonetheless it is reality to that child.

Jersild has indicated that, at an early age, children have greater capacities for learning to meet, understand, and deal effectively with realities than has been assumed in many psychological theories.[1] Herr and Cramer eloquently expand on this notion by saying that

> . . . this is not to suggest that elementary school children be robbed of their rich fantasy life or that childhood be so structured that it is a microcosm of the adult society, but rather that fantasies operate from a base of knowledge, from stirring the imagination about the possible, instead of from overromanticism and stereotype.[2]

Hunt points out that Piaget has also addressed some thoughts to a child's ability to cope with reality:

> The greater the variety of situations to which the child must accommodate his behavioral structures the more differentiated and mobile they become. Thus, the more new things a child has seen and the more he has heard, the more things he is interested in seeing and hearing. Moreover, the more variation in reality with which he has coped, the greater is his capacity for coping.[3]

So much of what has been written about elementary school children and their career development concerns readiness to learn about occupations. Exposing children to a large variety of occupations and occupational role models is important. However, the K-6 student is also ready to deal with attitudes toward occupational stereotyping (and business educators must work diligently on this issue), complete a task that is assigned, cope with stress, work with groups, and apply decision-making steps to decision situations—some of the other concepts that are included in a person's total career development.

The many career-related decisions that individuals must make in a lifetime are affected by an understanding of economic concepts. The elementary school child is capable of understanding economic concepts such as:

1. The economic aspects of a family unit: what is available, needed, wanted, luxury
2. Consumer responsibilities
3. Exchange of goods and services
4. Money exchange systems versus the barter system

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[1] Jersild, A. T. "Self-Understanding in Childhood and Adolescence." *American Psychologist* 6:122-26; 1951.

[2] Herr, E. L., and Cramer, S. H. *Vocational Guidance and Career Development in the Schools: Toward a Systems Approach*. Boston: Houghton Mifflin, 1972.

[3] Hunt, J. McV. *Intelligence and Experience*. New York: Ronald Press, 1961.

5. Production and distribution of goods and services
6. Law of supply and demand
7. Specialization creates an interdependent society
8. Money management.

Business educators must first understand the elementary school child and the career development and business concepts with which children are ready to deal. Steps can then be taken to assist in the development of curricular approaches appropriate for introducing education for business at the elementary school level.

DESIGNS AND DECISIONS

The concept of career education encompasses a career development movement that can be systematically facilitated and influenced beginning in kindergarten and continuing through each succeeding education level. The elementary level has been recognized as being extremely important because it is at this age that many attitudes toward work are formulated.

In designing an elementary career education program some basic decisions must be made. Questions like the following need to be answered.

What career education concepts should be included in a K-6 career education curriculum?

How is career development related to the total elementary curriculum?

How does infusion of career development concepts and subject matter concepts take place?

If, indeed, the program is tied to the curriculum, how much of an infusion process should there be?

What procedures have other people used?

What teaching methods and materials should be used?

When considering the role of education for business at the elementary level, additional questions like the following might be asked.

How do you relate the business area to the total elementary curriculum?

How much of an elementary career education program should be tied to the business area?

When is it appropriate to tie an elementary career education program to the business area?

How selective in our business applications should we be so as not to overwhelm the students?

What teaching materials exist for education for business at the elementary school level?

Several career education projects have focused on integrating business and office occupations concepts into elementary school career education programs. The remainder of this chapter will present examples of elementary school activities which have been excerpted from two projects: (1) The Enrichment of Teacher and Counselor Competencies in Career Education Project (ETC Project) which was conducted at Eastern Illinois University and (2) The

Business and Office Career Education Curriculum Project (BO-CEC Project) which was conducted at Colorado State University. Both projects were funded by the Bureau of Adult and Occupational Education, United States Office of Education.

A COMPREHENSIVE CAREER EDUCATION CURRICULUM MODEL THAT INCLUDES EDUCATION FOR BUSINESS IN THE ELEMENTARY SCHOOL

Career education programs generally contain three basic components in varying degrees: (1) career development concepts, (2) academic subject matter, and (3) occupational information. The distinctive content of any career development program depends upon the identification of key concepts. The classification and organization of those concepts are largely responsible for the content and methods of the total program. The ETC Project developed materials related to seven dimensions of career development—coping behaviors, decision making, lifestyle, self-development, attitudes and appreciations, career information, and educational awareness. Coping behaviors, decision making, lifestyle, and self-development were identified as developmental dimensions indicating that concepts in those dimensions are sequenced in a logical progression from relatively simple to more complex ideas. The three remaining dimensions—attitudes and appreciations, career information, and educational awareness—were labeled interacting dimensions. Concepts within these dimensions are appropriate for all experience levels and not arranged in any sequential order or assigned to a particular grade level.

Whether career development concepts are infused with regular subject matter or are the core of an "add-on" career education course, they must have some intelligible relationship to what has already been going on. One expectation of elementary career education materials is that language arts, mathematics, science, and social studies concepts will be identified. The ETC Project concerned itself very directly with these four subject matter areas. A model illustrating how career development concepts and subject matter concepts at the elementary level can be brought together into a career education program appears as Figure I.

Careers imply occupations, and the elementary school years of a career education program are characterized by a stage of "awareness" with respect to the world of work. There is no question of whether or not occupations should have a key place in career education. The decisions that must be made are those concerning which occupations will be studied, and how and when and where.

The ETC Project was concerned with an infusion approach to career education and used occupations as the vehicle to accomplish this process. The selection of specific occupations for the teaching strategies stemmed from two primary considerations: (1) they primarily involve occupations within the likely experiential background of the young child and pre-adolescent, with the occasional introduction of a new area, and (2) they represent each of the 15 USOE clusters. There was no attempt to steer

FIGURE I. Career Education Curriculum Model (K-6)

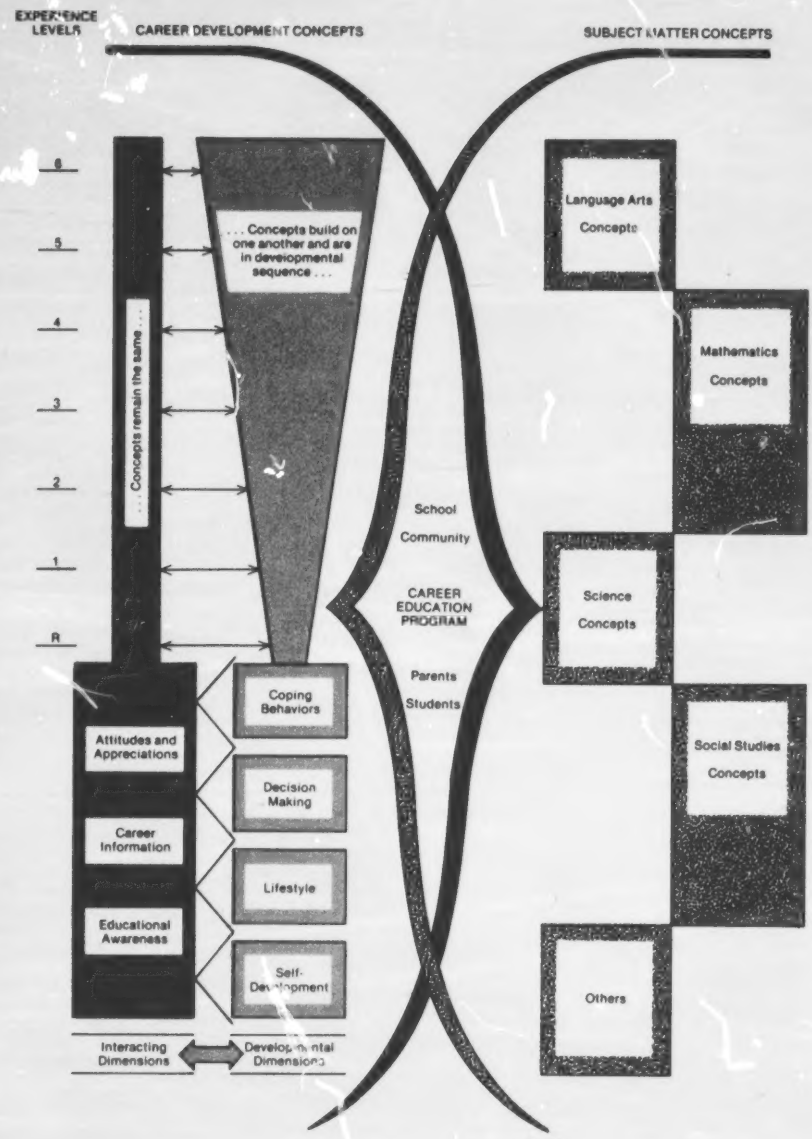


FIGURE II. USOE Occupational Clusters

DIMENSION	DECISION MAKING 1	DECISION MAKING 2	LIFESTYLE	COPING BEHAVIORS 1	COPING BEHAVIORS 2	SELF-DEVELOPMENT 1	SELF-DEVELOPMENT 2	SELF-DEVELOPMENT 3
Readiness Level	CM Commercial Artist	PU Firefighter	MD Grocer	CN Construction Machine Operator	PU Teacher	AN Landscaper	HR Athlete	CH Homemaker
First Experience Level	TR Pilot	HH Licensed Practical Nurse	HR Theater Manager	PU Police Officer	MS Diver	FH Actor	MD Delivery Person	AN Ranch Hand
Second Experience Level	CH Home Service Representative	CN Electrician	AN Nursery/ Greenhouse Worker	CM Telephone Operator	PE Clergy	MG Upholsterer	EC Meteorologist	BO Secretary
Third Experience Level	HR Recreation Director	AN Forester	MG Industrial Sewing Machine Operator	TR Brakeman	AN Grain Elevator Operator	PU Librarian	PE Waiter/ Waitress	CH Day Care Worker
Fourth Experience Level	CM Newspaper Reporter	FH Curator	BO Bank Teller	HH Dental Assistant	EC Air Pollution Control Engineer	CN Architect	MD Service Station Attendant	MS Fish Hatcher
Fifth Experience Level	EC Soil Conservationist	MD Advertising Copywriter	CN Carpenter	FH Musician	BO Accountant	HH Pediatrician	HR Travel Agent	CM Television Announcer
Sixth Experience Level	PE Real Estate Salesperson	PU Detective	MS Oceanographer	MD Retail Salesclerk	MG Industrial Engineer	AN Poultry Farmer	CH Chef/Cook	TR Truck Driver

AN - Agri-Business and Natural Resources
BO - Business and Office
CM - Communications and Media
CN - Construction
CH - Consumer and Homemaking
EC - Environmental Control
FH - Fine Arts and Humanities
HH - Health
HR - Hospitality and Recreation
MG - Manufacturing
MS - Marine Science
MD - Marketing and Distribution
PE - Personal Services
PU - Public Services
TR - Transportation

children into specific occupational emphases. The intention was to provide a survey of a wide range of occupational areas—unskilled to professional levels—from which an individual could begin to consider his own potentialities and to capitalize upon the excellent motivation that occupations can provide. Figure II identifies the occupations used in this particular comprehensive career education model and the cluster area in which the occupation can be found.

Some sample materials from the ETC Project are presented. The activities selected are directly related to the business area, and business concepts are presented in conjunction with career development and subject matter concepts utilizing "business" occupations. (Other project activities introduce business applications and concepts in other cluster areas such as agri-business and natural resources and personal services.) In all examples, the reader will notice the "naturalness" of introducing business concepts into the elementary school curriculum.

Each activity was developed around a particular occupation. Selected career development concepts and subject matter concepts provide the core of the activity. The activity is then followed by one or more reinforcement activity pages. These pages provide students an opportunity for additional exposure to the content of the preceding activity. The reinforcement activity pages illustrated are related to the occupation being presented and involve one or more academic subject matter areas.

The first activity, "How Much or How Many?" is from the materials developed for Grade 1. This activity is related to the occupation of a delivery person (Marketing and Distribution Occupational Cluster). Career development concepts from the self-development, attitudes and appreciations, career information, and educational awareness dimensions are combined with subject matter concepts from the areas of mathematics and language arts to provide the content for the activity.

HOW MUCH OR HOW MANY?

First Experience Level Activity

Performance Objectives

Self-Development Dimension

. . . exercise a choice among alternative classroom tasks.

Attitudes and Appreciations Dimension

. . . identify the delivery person as an occupation that normally involves only men and discuss whether the expectation is valid.

Career Information Dimension

. . . [illegible]ve moving supplies from truck to store as a physical need for a delivery person.

Educational Awareness Dimension

. . . identify arithmetic as a subject matter area used by a delivery person.

Subject Matter Concepts

Mathematics
- Facts and Operations
  - Counting
- Problem Solving
  - One-step problems
- Measurement
  - Weight

Language Arts
- Writing Skills
  - Print name, simple words

Preplanning Suggestions

Display area for containers of one kind of product delivered to a grocer (egg cartons, milk cartons, etc.)
Large chart to record how many articles should be on hand and other information about making deliveries
Receipt slips mimeographed with place for recording date, number of items, and cost. Samples from stores could be used as guides and for a bulletin board display.
Visuals of delivery persons
Scale similar to a kitchen scale

HOW MUCH OR HOW MANY?

Some delivery persons deliver to stores. These people learn from someone in the stores how much or how many of a product should be on hand. The delivery person will have supplies in a truck to complete orders for the stores.

Help children set up a display area in the classroom. Empty milk cartons or empty egg cartons could be used by the person who delivers to a grocery store.

Establish how many containers are to be in stock when the delivery is completed. The class might decide that a store sells sixteen cartons of eggs a day. The delivery person would come to the store about the same time each day. The cartons of eggs on hand would be counted, then enough added to the stock to make sixteen. During the day children from class could remove cartons according to any plan worked out by the class.

Knowledge and skills in subject matter areas are helpful in occupational competence.

Educational Awareness

. . . identify arithmetic as a subject matter area used by a delivery person. PPO

The delivery person will make a record of date, how many, and cost of items delivered. They will leave one copy at the store and keep one copy.

Develop with the class receipts suitable to their level of ability. Samples could be secured from most delivery persons.

The school can provide an opportunity to enhance self-development.

Self-Development

. . . exercise a choice among alternative classroom tasks. PPO

A more meaningful situation could be developed in which any regularly used class supplies are counted and placed out for use. If the school supplies writing paper, one child could be responsible for being sure that enough paper is on hand for the day.

Encourage children to volunteer for activities similar to this. Self-development is enhanced when individuals know that they are successful in a meaningful activity.

One help for children would be a bulletin board sign with information about supplies. Children would have a point of reference when jobs change.

Absent children would be regarded as "out of town" or "no delivery today" to the delivery persons.

Occupations require special personal characteristics.

Career Information

. . . describe moving supplies from truck to store as a physical need for a delivery person. PPO

The delivery person will move supplies from truck to store and may set up arrangements of merchandise in the store. Most merchandise is packed in easily handled loads. Equipment is available for moving cartons or crates from truck to store. Care in handling, such as attention to breakable items, needs to be exercised.

A great many tasks can be performed by men or women.

Attitudes and Appreciations

. . . identify the delivery person as an occupation that normally involves only men and discuss whether the expectation is valid. PPO

Look at pictures of deliverymen or identify any individuals in the community who are in the occupation. One reason which may be given for not using women is the lifting and carrying involved. Ask children who usually carries the infant or toddler in their family. Suggest that children start observing families to find out who lifts and carries small children and infants.

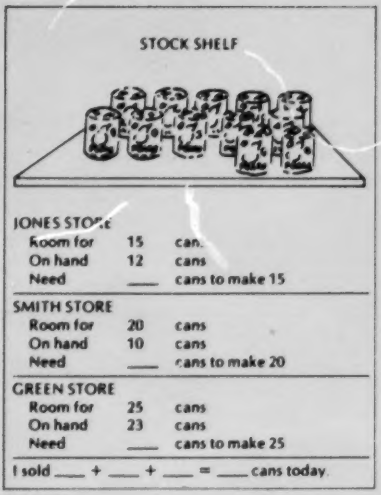
Have a small kitchen scale on which children can place objects to be weighed. Help children understand that often it is size and and shape which make an object difficult to lift; weight may not be an important factor.

As other delivery activities develop, call attention to any attributes that make the job more suitable for either sex.

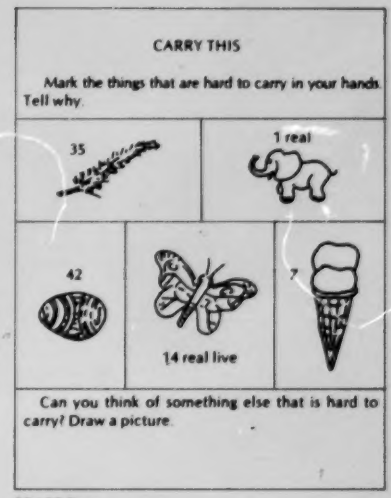
The first REACT page involves counting and simple arithmetic problems. Do the page with the group then develop other problems from the facts.

The second REACT page is related to packaging and moving products. Elicit from children the ideas they might have for making the delivery of products more efficient.

SD/Level 1/7
"Stock Shelf"
SD/Level 1/8
"Carry This"


STOCK SHELF
JONES STORE
Room for 15 cans
On hand 12 cans
Need ___ cans to make 15
SMITH STORE
Room for 20 cans
On hand 10 cans
Need ___ cans to make 20
GREEN STORE
Room for 25 cans
On hand 23 cans
Need ___ cans to make 25
I sold ___ + ___ + ___ = ___ cans today.

REACT Page


CARRY THIS
Mark the things that are hard to carry in your hands. Tell why.
35
1 real
42
14 real live
7
Can you think of something else that is hard to carry? Draw a picture.

REACT Page

The second activity, "Here It Is," is from the materials developed for Grade 2. Here the activity is related to the occupation of secretary (Business and Office Occupational Cluster). Self-development, career information, and educational awareness concepts are combined with subject matter concepts from the areas of language arts and science to provide the context for the activity.

HERE IT IS

Second Experience Level Activity

Performance Objectives

Self-Development Dimension

. . . *identify reading as a skill needed to carry out the task of filing.*

Career Information Dimension

. . . *identify several occupations that require some of the same skills needed by a secretary.*

Educational Awareness Dimension

. . . *cite alphabetizing as a skill which is prerequisite to filing.*

Subject Matter Concepts

Language Arts
- Writing skills
  - Alphabetical order
  - Spelling words
- Reading
  - Reading for information

Science
- Scientific Method
  - Categorizing

Preplanning Suggestions

A display of the alphabet, like those used for handwriting
Boxes to be used as files with cardboard for dividers
Books or files that might actually be used in the school or home (recipe files, encyclopedias, dictionaries)

HERE IT IS

Filing is one task of a secretary that involves several language arts skills.

. . . *cite alphabetizing as a skill which is a prerequisite to filing.* PPO

Alphabetizing is a fundamental requirement of filing. Develop classroom activities that require children to become familiar with the sequence of letters in the alphabet.

. . . *identify reading as a skill needed to carry out the task of filing.* PPO

Plan to assign classroom jobs by alphabetical order of last names. Children quickly learn the skill when they are personally involved.

Learning achievement depends upon effort and ability.

Educational Awareness

An individual has social, physical, and intellectual aptitudes for various tasks.

Self-Development

Some classes use vocabulary cards which can be kept in order by children.

As soon as children can handle the task of alphabetizing, develop more difficult filing activities.

The secretary needs to be able to read information in a letter or report and then place it so that it can be located easily.

Prepare a series of paragraphs about three or four topics. Have small groups or individuals read the paragraphs for the purpose of identifying the main idea. Help children identify the categories, then assign each paragraph to that category or topic.

Make dividers to set up a file in the classroom. A cardboard box can be the file drawer. Construction paper can be used for dividers.

Occupations require special personal characteristics.

Career Information

. . . identify several occupations that require some of the same skills needed by a secretary. PPO

Ask children to think of occupations other than secretaries in offices that use the idea of filing and alphabetizing or categorizing. The post office, library, bank, and telephone company all are concerned with orderly arrangements of materials.

Develop activities which require the use of the file. Children's papers might be "handed in" to be filed. The teacher would find it easier to check whose papers have been returned. Exercises could be returned to the file instead of directly to children.

Discuss how papers are kept at home so they are easily found. Have children look for ways that parents use filing at home. Recipes are frequently kept in file boxes. Lead into the idea of "a place for everything and everything in its place." Discuss the advantages or disadvantages of being orderly.

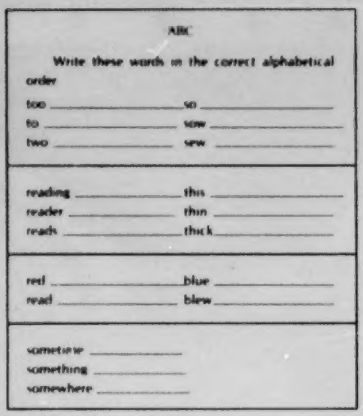
The REACT pages are designed to present school activities which relate to secretarial activities.

SD/Level 2/16

"ABC"

SD/Level 2/17

"Spelling"



ABC

Write these words in the correct alphabetical order

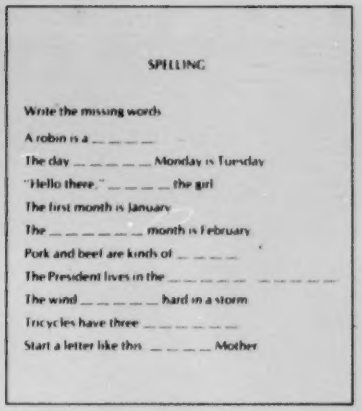
too _____ so _____
to _____ sow _____
two _____ sew _____

reading _____ this _____
reader _____ thin _____
reads _____ thick _____

red _____ blue _____
read _____ blew _____

someone _____
something _____
somewhere _____

REACT Page



SPELLING

Write the missing words

A robin is a _ _ _ _

The day _ _ _ _ _ Monday is Tuesday

"Hello there," _ _ _ _ the girl

The first month is January

The _ _ _ _ _ _ month is February

Pork and beef are kinds of _ _ _ _

The President lives in the _ _ _ _ _ _ _ _ _ _

The wind _ _ _ _ _ hard in a storm

Tricycles have three _ _ _ _ _

Start a letter like this _ _ _ _ Mother

REACT Page

A BUSINESS AND OFFICE CAREER EDUCATION CURRICULUM MODEL THAT FOCUSES ON EDUCATION FOR BUSINESS IN THE ELEMENTARY SCHOOL

The Business and Office Career Education Curriculum Project (BO-CEC Project) was a two-year K-12 curriculum development project conducted at Colorado State University. The purpose of the project was to integrate or infuse career development concepts and business and office concepts throughout all subject matter areas. This project focused on one occupational cluster area (office occupations), but throughout the materials illustrations are given of how business and office concepts are found in many occupational cluster areas.

Three considerations were kept in mind as the K-6 materials were being developed. Each lesson or activity contained these elements: (1) subject matter focus, (2) career development focus, and (3) business and office focus. Table 1 shows how these three elements were combined to form seven lessons that appear in the BO-CEC K-6 materials. The "Subject Matter Focus" column in Table 1 was the starting point from which decisions were made concerning which career development concepts and business and office concepts could be written into the lessons. Equipped with a list of K-6 career development concepts and a list of business and office concepts, project staff members searched K-6 textbooks and found appropriate places where career development concepts and business and office concepts could be integrated into material presented in the textbooks. The number of appropriate places where "infusion" might be logically achieved were so numerous that many had to be eliminated. Thus, as indicated previously, decisions have to be made by business educators concerning the most logical and appropriate places for infusion to take place and identifying the high priority business and office concepts that should be integrated into the elementary school curriculum.

TABLE 1. The BO-CEC Infusion Approach

Subject Matter Focus	Career Development Focus	Business and Office Focus
	Level 1	
Noting and remembering details (Language Arts)	Many occupations include common expectations, such as punctuality, dependability, and avoidance of excessive absence	Recording information
	Level 2	
Classifying (Science)	Some skills can be transferred from one job to another	Validating and processing information
	Level 3	
Library skills, reading for information (Language Arts)	A contribution to group effort can be made by demonstrating ability to both compromise and exercise influence in achievement of group goals	Receiving information, recording information, validating and processing information, storing information, retrieving information, and making decisions based on information received
	Level 4	
Place value, addition and subtraction, problem solving (Mathematics)	Knowledge and skills in subject matter areas are helpful in occupational competence	Validating and processing information
	Level 5	
Technology produces change (Social Studies)	Changes in an individual influence his environment and changes in environment influence him	Receiving information, recording information, validating and processing information, and storing information
Flow of goods and services (Social Studies)	An individual is influenced by economic forces	Making management decisions
	Level 6	
Percent, discount (Mathematics)	Some skills can be transferred from one job to another	Validating and processing information

The following sample lesson from the *BC-CEC Elementary Resource Guide* is an example of how the actual integration of subject matter concepts, career development concepts, and business concepts can take place. The complete *Elementary Resource Guide* is available from the National Business Education Association.

LEVEL 2

SUBJECT MATTER FOCUS: Classifying *(Science)*

CAREER DEVELOPMENT FOCUS: Some skills can be transferred from one job to another *(Coping Behaviors)*

BUSINESS AND OFFICE CLUSTER FOCUS: Validating and processing information

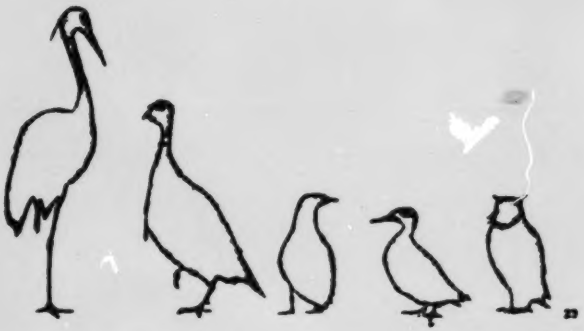
The purpose of this example is to focus student attention upon skills they can use in several tasks. Classifying tasks are inherent in the work of scientists and business and office personnel. To guarantee that transferable skills are discovered and used, the teacher will want to offer opportunities for pupils to EXPERIMENT WITH TRANSFERRING SKILLS FROM ONE TASK TO ANOTHER

LOOKING FOR PATTERNS

Scientists look for patterns.
A pattern is a model.
The model helps the scientist understand things.
The scientist uses the pattern as a guide.

The scientist finds out how things are alike.
There is a pattern in things that are alike.
The scientist uses this pattern to classify things.
To classify is to put things in order.

The scientist often looks for things that have the same shape.
He looks for things that have the same shape or form.
Then he puts these things together in a group.
This is one way to classify things.



Excerpt from p. 23 of *The Young Scientist: Exploring His World* by John Gabriel Navarra and Joseph Zafforoni. Copyright © 1971 by Harper & Row, Publishers, Inc. Reprinted with permission.

DISCUSSION QUESTIONS

1 Why is it important for the scientist to discover patterns?
2 Can you name some other occupations that require workers to classify things?
3 Can you think of different things that an office worker might want to classify?

SUGGESTED ACTIVITIES

1 Look for ways that students may gain experience in classifying things. Have them put student papers into categories by name, number of correct answers, number of wrong answers, etc.
2 Have students help the secretary sort the mail

SORTING SOCKS

SORTING MAIL

CHAPTER 4

Coordinating the Elementary School and Junior High or Middle School Business Programs

JERRY BAKER
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Almost no one phase of the elementary curriculum is getting "whipped" more than the articulation processes involved in the successful implementation of such. As many of the career awareness programs in the elementary and junior high curriculum are introduced as the natural maturational patterns of children progress, school supervisors often assume that professionally trained teachers automatically or intuitively know when a child is capable of acquiring a skill. Specifically, the articulating and sequencing of skills in curricular areas such as business education careers brings a battalion of "experts" to the scene.

Most staff members who began teaching earlier than the late sixties did not have as part of their academic educational background a course encompassing the teaching of business education as a career—especially at the elementary level. Therefore, if an organized, systematic design for including the teaching of business careers in the elementary curriculum is to be successful, some redesigning of the school must be done. Staff must be retrained, needs must be assessed, goals must be established, and optional methods must be available for both students and staff.

Before the articulation of business career concepts can take place from grade level to grade level, the school staff must define and identify the specifics to be included in awareness models. If the concept of the naturalness of maturational levels is to be followed, the logical step to begin articulating business education concepts is with the "ME" of an individual: "What do I do?" or "What does Dad or Mother do?" Sidney Marland, former U.S. Commissioner of Education, has indicated that the occupational lives of parents are often unsuccessfully conveyed to children up to ages 9 or 10 because adults may have a tendency to overemphasize the material aspects rather than inherent satisfactions of work.

As children grow they become increasingly aware of themselves physically, emotionally, socially, and intellectually. This maturational process necessitates decision making—particularly in self-related situations. In the continuum of school life, certain aspects demand a basic commonality of experiences in expressing oneself. Interests and abilities are better expressed through activities which allow one to explore beyond the textbook or the

general class discussion. As students evaluate their abilities by exploring concrete experiences during the primary grades, then and only then will the basic concepts of business education begin to form. From a child's point-of-view, an understanding of the principles and the structure of the simplest forms of work—whether in business or agriculture—take on meaning when he can experiment with it.

Traditional teachers do not like this process of experimentation because it allows greater opportunities for decision making, and the more opportunity a child has to make a decision the greater will be the increase in the number of both good and bad decisions made. The quality of any decision is influenced by the quality of knowledge, skills, attitudes, and motivation one has available. Simply, the perceptions to be derived from business education are influenced by the staff directing the activity.

It seems to this writer that if one is to influence, shape, and develop business skills in the young, it has to be done at the fundamental, personal level—in positive, articulated, behavioral (and nonjudgmental) bridge-buildings between levels of skill mastery. Such bridge-building can be accomplished through organizing for design, understanding concepts, evaluating, and utilizing community resources as elementary children explore business education along the continuum to the junior high level.

ORGANIZING FOR DESIGN

Quite often the curriculum in the elementary school is dictated by either or both the local district and the state board of education. For example, the Illinois State Board of Education directs elementary schools to provide the following areas of study appropriately coordinated and supervised: language arts, science, mathematics, social studies, music, art, health education, physical education, consumer education, conservation, special education, nature and effects of alcoholic drinks and narcotics, career development—awareness and exploration. Each of these areas can be extended into other types of content fields. Therefore, it is not humanly possible for the classroom instructors to design subject matter presentation and exploration in isolation from another discipline.

Integration of subject matter is imperative to the teaching and supervising of career business orientation at both the elementary and the junior high levels. Should the school lack scholarly resources for the development of business career programs at the elementary level (from the initial stages through the in-service programming), recognized specialists can play a significant role in sequencing structural components of the program. These specialists can easily be identified through colleges or universities and other progressive school districts. The state agency for business education is more than willing to provide a listing of possible resource persons. Principals, curriculum supervisors, staff, students, and parents must be involved at every stage in the development of teaching strategies.

The administration must allow flexibility in the pattern of organization. Modes of inquiry leading to concept development or attitude development

should be developed in a spiral arrangement leading to the attainment of overall objectives. In order to obtain cohesiveness in the program, this data should be recorded, duplicated, and disseminated to all involved. Whether the elementary program be a single or interdisciplinary approach, the limits must be conceptually defined, have logical sequencing, and obtainable objectives.

Several have suggested the grade leveling approaches for integrating business education into the elementary curriculum. However, most programs have employed the reverse of the normal organizational approaches; i.e., the program is conceptualized as an "offshoot" from another curricular need and the organizational development occurs simultaneously with the instruction. Ideally, this is not the strategy for purposefully designing a program. However, some exemplary programs in relatively structured situations can be and have been developed from this method. The need to study money systems is apparent from kindergarten throughout high school—primarily in social studies, mathematics, and consumer economics. Therefore, student exploration is an immediate step as most children come to school with an awareness of money. Concepts have to be clarified, yet concise, and within the program's attainable (realistic) goals.

The design, then, is based upon the outgrowth of an educational need within the local community. The articulation of the design should improve vertically and horizontally as the program develops. Staff awareness of the encounters students have with the business world provide a basis for experimentation and the leveling of materials. Supervisory support must be given in allowing a flexibility of curriculum and in moral support to allow experimentation with real situations.

Much of what has been meaningfully developed in business careers in the elementary school resulted from spontaneity. As a lower elementary teacher sought the definition of the term *interest* from a reading class, an eager student responded, "My Daddy pays interest on his new car." This one sentence led to a widely publicized business career unit in buying, selling, and banking for second grade students. This type of experimentation is not possible unless the supervisors are flexible enough to allow the instructional staff the latitude to pursue worthwhile projects.

Perhaps no person is more vitally concerned in organizational control than the principal. The implementation of career orientation is his responsibility. In organizing the curriculum, no elementary or junior high student can experience creative explorations with business careers unless the principal allows and, in fact, encourages faculty creativity. The principal's ability to function well with systemwide programs and personnel will have a significant influence on business education and will greatly determine the type of in-service programs, time allotments, and materials made available to do the job.

UNDERSTANDING CONCEPTS

In the preceeding chapter, Peterson refers to infusing business concepts into career education for adequate development at the elementary level. In

curriculum planning, concept development demands a program of articulation that must be cumulative from grade level to grade level and building to building. A teacher's knowledge of previously learned concepts and current expectations is all important to sequential concept development. The business careers are not necessarily dependent on a highly specialized jargon to identify or convey the concepts needing development—especially at the elementary or junior high level. The basic or root concepts are to be expanded in depth and breadth of meaning. These concepts are clusters organized into basic ideas relating to a key component of productive learning. Concept clusters should not be elements for memorizing, but rather a basis for organizing and sequencing. Concept development also implies that direct instruction is provided at some point of a learning activity.

The director of a learning activity must first identify the major task of the learner. Is the learner skilled enough to pursue the task? Will his reading facility allow him to succeed?

The supervision of concept development must allow for a variation of teaching styles and strategies. However, one must ensure to plan and use a style and strategy consistent with and similar to those being used throughout the business departments in the junior and senior high school yet keeping the main idea and concept the basic content of the learning situation.

Perhaps in no other area of education is articulation of program development as important as in the career development arena because the principal and his supervisors are the responsible initiators of the now mandatory career training programs. It is all too easy for supervisors to organize, plan, and sequence a learning situation without involving key people—especially the staff. In reality, all participants should be actively involved in concept development. One of the strong rationales for studying the concepts of business careers at the elementary level is the communicative skill developments that are by-products of the task. This communication between students, students and teachers, etc., is ever changing as the learner matures in physical age. Because he comes more closely associated with business encounters in life situations, the learner's concept of business education will change more as contrived learning experiences become a part of actuality. It is the teacher and student who create a classroom climate for acquiring concepts through searching behaviors and realistic experiences. As is illustrated in the following chapter, schools can create a climate for business education to become a real experience during the elementary and junior high years. A lack in understanding the concepts of business education itself often leads the teacher to have a poorer application to and relationship with organizing and encouraging searching behaviors, practicing with realistic experiences about a concept, and ensuring that the learner identifies concept meanings and recognizes points of application. The supervisor's task is to provide enough in-service education and resources to ensure staff confidence in working situations.

As the student matures, the more individualized his learning experiences can become. What has previously been thought about certain concepts being applicable to certain age groupings is under severe scrutiny. Depending

upon the social strata of a given community, some groups of children (particularly in suburban societies) are now able to conceptualize subject matter previously thought to be untouched until the junior high age level. Therefore, supervisors are increasingly aware of subject matter content being introduced at earlier chronological age levels.

As a result of this downward trend in the introduction of the subject matter, business education has forced students and teachers and administrators to redesign learning experiences that encompass on-the-job-training simulations for the middle grade and junior high students in particular. Consequently, all have had to justify to or convert a traditionally educated public concerning a variety of teaching styles commonly known as alternatives in education.

These alternatives in education programs have been identified with such nomenclatures as "Schools Without Failure," "Work-Study Programs," etc. The influences of these emerging transitions are being reflected in the thinking of elementary texts at all levels. Reading stories, math problems, and the social sciences are presenting factual illustrations and/or problems illustrative of the world of work. Teaching guides suggest that instructors question students on concept rather than mere fact. The alert school staff struggles to keep abreast!

EVALUATING

If the supervisors have purposefully involved the staff, the citizenry, the students, themselves, and specialists from business education/career areas, their evaluation of the elementary through junior high business career programs will be a rewarding and fulfilling administrative experience. The obvious components of the sound program involve a basic or common fund of knowledge, a reaction to the knowledge which leads to the development of an attitudinal expression and a level of skill competencies. As stated earlier, goals must be established and the quality of reflective/reactive thinking can only be as good as the basic knowledge available.

On the basis of predetermined needs established in the program design and organization, operationally oriented objectives set the tone of program evaluation. Since the objectives announce the anticipated learner outcome, some means must be established to identify the results. The larger the number of students participating in particular programs, the more interest the public has in understanding the entire project—particularly the results. The public has more than vested interests; they have expectations. Therefore, an understandable interpretation of the evaluation of learner outcomes is to be rendered. Regardless of the managerial techniques used to obtain the data, the utilization of the data to interpret to the various communities and to improve the program is of highest priority.

The second phase of evaluation investigates the learning strategies employed. The elementary and junior high accentuation on business career awareness and exploration represents the evaluation of presentation and content. All too often, previous instructors share the blame for poor teaching. Of all the qualities attributed to poor teaching, perhaps none is more severe

than failing to notice and correct the errors of omission. When the expected work is stated operationally, the evaluation of the results of the program is more accurately reported.

The sequencing of content should be well documented and disseminated. The appropriateness of what business career concepts are explored at a specific level varies from community to community. As previously indicated, the most effective sequencing of programs takes place when the program is concerned with the actual needs identified within the community. If this has been done, the evaluation processes can employ persons from outside the school community to a great advantage.

The total effectiveness of business career education is, then, measured no differently than the effectiveness of any other content area. Student achievements, allotted times, available funds, etc., all enter into the evaluation of the total program. As feedback comes from the various communities, reviewing, restructuring, or modifying of the program in all areas contributes to its success.

UTILIZING COMMUNITY RESOURCES

As the business career program progresses from planning to implementation and evaluation, it becomes apparent to the astute teacher that the most valuable resource for the success of the program is the human being. A list of available business representative resources is easily obtainable by having students locate persons who possess a skill, record the name and other pertinent information, and forward the information to the supervisor who compiles the ongoing list. These lists are made available to all. In such a simple listing gathered over a period of years, the available community resources grows to a long list.

The organized groupings of volunteers interested in children can make valuable input into the business program. The supervisor of such programs will find that middle-class parents tend to see any program in craftsmanship, however, as a downward trend away from professionalism.

The seventh and eighth grade appears to be a pivotal point for the student as he, for the first time, is able to choose his curriculum. Unless the elementary business awareness program has capitalized on articulating its programs to the community by the media of TV, radio, newspapers, school publications, home visits, parent-teacher conferences, and student progress charts, parents often see the thrust for business education as emphasizing on-the-job skills rather than the needs of people.

Regardless of the efforts put forth by the supervisor and staff, not every message sent home gets read. Adults have fairly firm attitudinal behaviors and react favorably to the message which reinforces such behavior. The other side of the articulating coin is to be a good listener to the various communities. All too often the decoding process has more to do with influencing attitude change than all the disseminating of information possible. The need is to be audience oriented, too.

Illustrative examples of the type of business career education awareness and exploration detailed in the preceeding pages are explored below.

Example 1: A business education career occupation project designed for fifth grade students because of a staff-articulated need to correct students' misconceptions about banking (i.e., if one has a checkbook, one has money) began as digression from a social science lesson. The project was actually designed by the students as the program was being implemented. Students, already aware of money systems, shared in the decision-making process of specifying the content and sequencing the procedures:

1. Each student has an individual bank account.
2. Students would receive payment by nonnegotiable check (furnished through the local bank by a commercial printing company) on the basis of work completed.
3. Criteria for payment rates ranging from $30 to $100 per week are established cooperatively by students and teacher.
4. Student responsibilities are:
   a. Choosing an occupation and determining a level of proficiency in prerequisite skills; i.e., business size? type? location? equipment? taxes? skills needed?
   b. Choosing a lifestyle—married? family size? primary objectives?
   c. Choosing a desired income level (this decision will be a reflection of the two previous statements).
5. Once these three basics are determined, the specifics of cost are begun. All students must budget their money and "pay" for: (a) housing, (b) utilities, (c) groceries, (d) savings, (e) insurance, (f) transportation, and (g) maintaining and increasing equipment used in income producing and related areas.

This program can operate on a time basis of any length—an entire year or just a quarter. The only expenditure is a posting machine (usually readily available from a business machines company as different machines are now required for computer banking). The desired learner outcome is an understanding of simple check writing and banking procedures. The actual outcomes are so encompassing that 8 or 10 of the occupational clusters are dealt with.

The students skills necessary to ensure success are not beyond the accumulated skills of fifth grade students. Teaching strategies would also be compatible at such a level. By purposeful selection of in-service materials, a teacher can easily be comfortable in the implementation of such a program. The administrator may have to provide an operator for the keypunch posting machine; however, this can also be done by students if they have received some training in the procedure. All materials used are supplied by the student except the actual checks and posting cards.

The articulation of such a program is usually self-perpetuating. Students get excited and parents are informed firsthand. In this case, the outside business agency (which is a bank) can give valuable advice and support. Not only is it necessary to inform those immediately concerned, but the total staff needs to be knowledgeable. Districtwide, in-service meetings can be utilized in disseminating the program purposes to all the staff. Feedback from parents is welcomed.

In such a program, evaluation of learning outcomes is easily measured. Because of the simplicity of program design, remodeling the program is easily attacked. As concrete data becomes more available, the interpretation of program results will enhance community support.

It is assumed that districts articulate programs within their own boundaries; however, one cannot assume too much. It takes organized efforts to effectively communicate within a basic framework such as an elementary K-5. To adequately follow through, the middle school or junior high (6-9) staff needs adequate information concerning the past student learning experiences. The gathering and sharing of such information must be planned for—even if the grade levels involved represent different school districts within the same locality. Ultimately, the building principal is responsible for such sharing.

Example 2: The exploring period of the middle school/junior high school student's life is characterized by many program types. The following component comes from a program designed for eighth grade students. The entire year's career survey is divided into quarters of occupation clusters—one of which is business education.

The content of this program has five explorations during the nine weeks' period: (1) learning the typewriting keyboard; (2) reviewing banking-checkwriting, reconciliations, banking process trends; (3) understanding interest and credit types; (4) learning about insurance; and (5) practicing with letters of application and job interviews.

While the organization of this project has apparently been designed for student needs, the immediate demand for the "hoped for" skill developments is timely. Most eighth graders are 14 years of age. In addition to the utilitarian advantages of basic typing keyboard practice, job applications and interviews, basic knowledge of banking, interest and credit, the learning about insurance is very real to many students because of the firsthand experience in obtaining learner's driving permits.

The supervisor's tasks are many in programs such as this. Program designers have to be aware of concepts already acquired by the learner and aware of the high school business education programs. The coordination of teaching strategies is not as important to the supervisor, however, as is the coordination of course content.

The evaluation of learner outcomes is basically the same as previously stated except for ascertaining student preferences in their explorations. Community resource utilization is broadened in programs beyond the awareness level by allowing for more specificity of content. Again, dissemination of information by all means is of high priority.

These two examples were chosen because of their simplicity of design allowing for basic coordinating experiences. Highlighted in both the awareness and the exploration illustrations is the need to communicate about the program.

There are, however, mandates for effective communication between the elementary and the junior high school business education programs. After the goals of each program level have been established, regulating

policies made, roles determined, and effectiveness appraised, the coordinating of administrative program structures continues. The junior high school administrator is perhaps in a precarious position. The high school programs demand a certain skill level for entrance into the business courses. The elementary has bequeathed the multitude of skill proficiencies and deficiencies to the junior high program. The past and future skill sequences dictate the administrative task of the transitional present.

Every administrator has key staff members available. By simply developing a cooperating spirit among fellow administrators, accessibility to their key personnel is obtainable without difficult supervisory adjustments. Once these key staff members from the desired spectrums are identified and committed to the task at hand, setting forth the articulation processes of a program between buildings can begin.

Verbalizing the program continuity and sequence takes time and more time. The stresses and strains upon this type of administrative organizational network result primarily from the institutional pattern of organization itself. However, when one becomes familiar with the process of getting key people involved, interschool relationships grow. A commonly used model for articulating programs is the involvement of key staff members who: (1) are sensitive to problems, (2) can make inferences, and (3) can relate to people in an exploration of other levels of the program. Such an exploration will result in determining course continuity and sequence, analyzing new and different teaching strategies, and relating this data to available resources. Devising a means to share this information is the immediate need. Staff members are learners, too. They must recognize the patterns of thought, the beliefs, and the values of a program to instruct effectively. This method of articulation, which is initiated by the administrator, is at some point in reference shifted to the key staff members whose job is to help create a harmonious dialogue (both verbalized and written) between staff members of the various educational levels. The junior high school administrator is in the middle—having to communicate about the elementary and the high school programs. By necessity, then, he must be informed by his key staff members concerning other levels of the program. He accomplishes this by organizing a pattern for communication, executing the plan, assimilating the gathered data, and communicating the data by the agreed-upon means.

The administrator is to focus his attention on the smooth operation of a program as a whole—not just his segmental responsibility. *For the administrator, communicating about a program is not so much a problem of education as taking the time to arrange for his key staff members to meet with key staff members from other levels of the program for the express purpose of exploring and sharing.*

Regardless of district size, location, organizational structure, and managerial techniques employed, a successful business education program in career awareness and exploration must: (1) identify the purpose; (2) organize the program design allowing for specifics resulting in quality content and sequence in terms of viable objectives; (3) assure teacher competence by providing in-service time, materials, and support; (4) base

evaluation upon the previously specified articulation within the project; and (5) appropriately interpret the results for the various communities involved.

FORECAST FOR THE FUTURE

In ever-increasing numbers, school districts are failing financially. In Illinois alone, it is estimated that there will be 3,000 fewer teachers employed in 1976-77 than in 1975-76. As financial repression of the school budget continues, many questions about what school districts can afford are under severe scrutiny. Will districts be limited to the 3R's in the elementary and the basics in the junior high school?

The American educational system has proven itself capable of meeting challenges under adversity and will continue to do so. Business education during the next 10 years will be strengthened, yet forced to place more emphasis on an exploration of job marketing skills at the junior high school level. The development of the self-concept, formulation of life plans, seeing self in relationship to others, development of skills essential to future work, etc., will assume newer and higher priorities in the curriculum. The classroom experiences will have a very direct relationship to activities outside of school.

During the summer of 1976, the U.S. Department of Labor released a 10-year projection of employment. The business and office occupation cluster will gather the lion's share of jobs to be created in the expected growths of finance, insurance, and real estate (up 31 percent by 1985). In addition to the training of the young, public schools will of necessity be retraining much of the current working population. Skeptics view this trend as thwarting American tradition, making us less free to choose an occupation because of the increase in population, scarce job markets, etc. In reality, Americans are more free today than ever before. The inclusion of business education careers in the elementary and junior high school curriculum attests to this freedom. Schools can capture the powerful, creative ideas of business awareness and exploration to help the young.

CHAPTER 5

Developing Education for Business in The Junior High or Middle School

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In this chapter we will examine the current status of business education in the junior high and middle school from the standpoint of course offerings and course objectives. Also, we will present a brief overview of business career education in terms of specific approaches to career exploration in the junior high/middle school grades. Finally, we will present some alternative approaches to the planning of the business education curriculum for the junior high or middle school grades.

BACKGROUND

The trend to the middle school and the philosophy underlying this trend has no doubt affected the extent and nature of the business education offerings at the junior high/middle school level. For example, the philosophy underlying the development of the junior high school (which generally encompasses grades 7 through 9) was that grades 7-9 should provide students with exploratory experiences, giving them opportunities to examine their many interests and possible fields of future endeavors. The junior high was conceived as a bridge between the elementary school and the high school, including features common to both but organized to meet the needs of young people in the critical transitional stage of adolescence. In keeping with this philosophy, the aims of business education were to provide students with experiences that would allow them to explore opportunities available in business, make them aware of the business curriculum available in the senior high school, provide a foundation for further study in business subjects, and provide personal and consumer skills that would be useful to them in their everyday living, no matter what occupation they might ultimately enter.

In many communities, however, the exploratory role of the junior high school seemed to have gotten lost, and the junior high became almost a miniature senior high school with rigid scheduling and complex departmentalization. As this happened, many educators became disenchanted with the junior high as a viable institution, and some school districts returned to the previous 8-4 organizational plan. Other educators, however, believe that youngsters in early and preteen years have special problems, interests, and needs that require a special school program. These educators also note that young people are maturing earlier—both physically and socially—than

did young people in the past. These and other concerns led to the development of the middle school idea—the concept of providing a program that encompasses grades 5 through 8 in a 4-4-4 educational pattern or grades 6 through 8 in a 5-3-4 pattern. Thus, a new middle school pattern has evolved (and is still evolving) that not only encompasses many of the exploratory ideas of the original proponents of the junior high school but in addition emphasizes the uniqueness of the individual and stresses the need for self-actualization for every individual through a student-centered curriculum.

The philosophy behind the middle school—which recognizes that students mature earlier both physically and socially than in the past—has resulted in increased emphasis on exploration and on varied and multifaceted eductional experiences, with students being exposed to these broader experiences as early as the fifth grade. Under the junior high school organization, typewriting was generally offered at the ninth grade, although in some cases seventh and eighth graders may have had an opportunity to enroll. Because of the emphasis on exploration at the middle school level, however, typewriting may be offered to students as early as the fifth grade. Similarly, because it meshes so well with the exploratory philosophy of the middle school, the career education movement has been well accepted and has provided an opportunity for business and office teachers and business education supervisors to have input into the curriculum at this level.

CURRENT STATUS

To determine the current status of business education at the junior high school and middle school level, we mailed a short survey form to each of the state supervisors of business education and to the business education supervisors of a few local school districts across the nation. In this survey, the supervisors were asked to describe briefly the business education offering at the junior high or middle school grades in their states or districts. For purposes of the survey, we defined the junior high or middle school grades as encompassing grades 6-9, regardless of the educational pattern used in a particular district or state.

Out of 85 survey forms mailed out, there were 48 responses from 35 states. The returns represented several states and districts in each geographical section of the nation: Northeast, Southeast, Central, Mountain-Plains, Southwest, and Far West.

The results of the survey indicate, as we expected, that the two business courses most frequently offered at the junior high/middle school level are typewriting and some form of basic business. Career education, in one form or another, is the third most frequent business education offering in the junior high/middle school. In some cases the career education offering is a business careers course taught by the business teacher, while in other cases several career clusters are included in a career education course and the business teacher may teach only the business careers block—which may vary from three weeks to one semester or more in length. The survey results indicate only scattered offerings of such courses as business mathematics,

business English, consumer education, and exploratory business in the junior high and middle schools.

The focus, course length, and grade placement level of the specific business education offerings, as determined from this survey, are discussed below.

Typewriting. Typewriting is the most frequently offered business education course in the junior high/middle schools. In our survey, we found that 31 of the 35 states responding offer typewriting at the junior high/middle school level.

In 5 of the 31 states in which typewriting is offered, it is available to students only at the ninth grade level. In 10 states, typewriting is available to students at either the eighth or ninth grade levels; in 10 other states at the seventh grade level as well as at the eighth and ninth grade levels. In 5 additional states, typewriting is offered to sixth graders as well as to seventh, eighth, and ninth graders. And, in one state, typewriting at the junior high/middle school level is offered only to those in grades 7 and 8. In approximately 80 percent of the 31 states offering typewriting at the junior high/middle school level, as much as a year of typewriting—2 semesters/3 quarters— is available to students.

The major focus of typewriting at the junior high/middle school level is on the development of personal use typewriting skill, and this is reflected in the course title in many schools—"personal typewriting." A few states use the typing course as a means of helping students explore the business and office career cluster. Generally, when career exploration is the major focus, the course is titled "exploratory typing," "mini-typing," or "business exploration." Also, a few states use typewriting to develop language arts or communication skills, and one state supervisor stated that typewriting at the junior high school level is offered to prepare students for entry-level employment.

Content in typewriting ranges from simple keyboard coverage through a relatively wide range of application typing. Even though only one quarter/one semester of typewriting may be offered, it is recommended that not all of the instruction be devoted to keyboard introduction and speed development. Students should be introduced to some basic applications of their typewriting skills—for example, personal business letters, simple manuscripts, basic centering and placement techniques, and acceptable correction procedures.

In the second semester or second and third quarters of a one-year course, basic skills should be further developed and the basic applications should be expanded to incorporate vocational applications. In this course, typewriting instruction should move from personal business letters and manuscripts to the letter styles, business forms, reports, and other applications used in business and industry.

Thus, the second and third quarters of junior high/middle school typewriting provide the bridge between personal typewriting and vocational typewriting at the high school level or later in the junior high/middle school program. Of course, this also means that good articulation procedures are

needed to assure an orderly transition. This may mean that placement tests must be developed and administered to determine the level at which students should be placed when they decide to take additional typewriting. Some students may be ready for advanced courses; others may require only slight to extensive review and reteaching before they can enter advanced courses.

Typewriting is the one area in almost all states where we as business education teachers can reach great numbers of students at the prevocational level. Because typewriting provides an opportunity—maybe the only opportunity at the junior high/middle school level—to inform students about business education courses and about the careers in which they can use the knowledge and skills they would gain in business education, business educators should be active in promoting the offering of typewriting at this level. We should also seek opportunities for teaching the typewriting course in the junior high/middle schools rather than allowing it to be taught by someone who is not a business education teacher and not dedicated to business education. Even more importantly, the typewriting teacher must carefully plan the typewriting experience so that students at this level are encouraged to take additional business courses.

Recently, when visiting a middle school in the Atlanta metropolitan area, we observed one typing class in which students were obviously bored because the teacher, also obviously bored with typewriting, had established no real goals and was making no attempt to vary materials or activities to meet the attention span and interests of students at this level. We observed another typing class in another middle school on the same day and were amazed at the interest and enthusiasm of the students. They were working on short skill-building activities each of which had very specific goals. In addition, during the period some students were writing and typing news articles about school happenings for submission to the school newspaper; others were preparing messages and designs for Mother's Day cards (a good exercise in centering and placement); several students were typing themes for their English class; and so forth. The teacher in this school was excited about her typing class, and the students were caught up in her enthusiasm. Typing courses such as this at the junior high/middle school level are vital to building the business education program at the senior high school level.

Basic business. After typewriting, the most frequent offering in business education at the junior high/middle school level is in the area of basic business. Of the 35 states responding to the survey, 29 offer some type of basic business course. The course is offered at the ninth grade level in all 29 states. In five of the 29 states, students at the seventh or eighth grade level are also permitted to enroll. Generally, the basic business course is a one-year course, but in a few states the course is offered on a one-quarter or two-semester basis.

The major focus of basic business at the junior high/middle school level is consumerism—aiding students in becoming intelligent consumers and users of business services and developing economic understanding. Other objectives of basic business reported by supervisors include (1) surveying the functions of business as a foundation for advanced courses in business, (2)

orienting students to the world of work, (3) exploring student interests and aptitudes along with a study of business careers, and (4) serving as a tryout for senior high business education courses such as shorthand, typewriting, bookkeeping, and so forth. In a few states, the basic business course is used to inform students about the free enterprise system.

"General business" is the basic business course found in the majority of states; however, a variety of other basic business courses was also reported: "introduction to business," "basic business," "business training," "world of business," and "business economics." The course titles do not always seem to be indicative of the course content. Many of the topics reported under the basic business courses deal with problems that students are not currently facing and may not naturally interest them, but which they will encounter as they strive for and achieve economic independence. Nevertheless, basic business—whether it is the general business course or one of the other basic business courses—can be made relevant and interesting if a variety of teaching methods and approaches are used, incorporating group activities, games, simulations, and field experiences.

Career education. After typewriting and basic business, career education is the offering reported most frequently by the 35 states responding to the survey. In 27 of the 35 states, career education is offered in the junior high/middle schools. However, supervisors from many states report that their states have not yet established a uniform approach to career education. For example, in one state, some school districts offer a one-semester course in business careers; other districts offer a general career education course team-taught by both academic and vocational teachers; a few districts fuse career education into academic subjects; and some districts have no career education offerings at all.

In this same state, as in many others, no definite pattern has emerged concerning the grade levels at which career education is offered. Four states provide business and office career education at the ninth grade level only and four at the eighth grade level only. In the remaining states in which career education is offered, it is offered at more than one grade level and in some instances in grades six through nine inclusive.

Basically, there are three approaches to career education, and the role of the business teacher will vary from one approach to the other. The three approaches and the business teacher's role in each are discussed below.

THE BUSINESS CAREERS COURSE. Under the business careers course approach, the business teacher offers a separate course in business careers. This is a rather simplistic, clearly understood approach in which a business teacher selects materials and designs activities and experiences that will lead students to self-exploration while helping them develop concepts about business, acquire knowledge about careers in managerial, secretarial, and clerical occupations, and gain information about business education programs at the secondary and postsecondary levels. Perhaps the major advantage of this approach is that the business teacher feels comfortable because it is similar to the traditional course-of-study approach to education. Also, a lot of appropriate material is available from numerous publishing companies.

Finally, the business and office careers course approach permits the teacher to concentrate on developing a specific course of study; thus, the teacher can build into the course an in-depth study of business and office careers and career concepts.

The major disadvantage of a business and office careers course is that students may become bored when they are required to spend a fairly long period of time exploring only business and office careers. The great danger under this approach is that the students will see career education as "just another course." Obviously, the key to success if this approach is used is an inspired, interesting, and innovative teacher who provides a variety of materials and experiences—experiences in the business community as well as within the classroom.

THE FUSION APPROACH. Under the fusion approach to career education, all teachers—academic and vocational—become a part of the career education effort. When the fusion approach is used, career education concepts and information are incorporated into the academic courses in a natural and supportive way. The federally funded Business and Office Career Education Curriculum project, directed by Harry Huffman, was based upon the fusion philosophy of career education. In that project, business and office career education units were developed for English teachers, mathematics teachers, and social studies teachers. Each BO-CEC unit fused career information and career concepts with specific academic subject matter objectives so that teachers of the academic subjects would feel comfortable using the career education materials. In fact, the career education units are specifically designed to reinforce the academic content; consequently, academic teachers eagerly accept the BO-CEC materials.

When academic subjects and career education are fused, the business teacher assumes the supportive role of a business and office career education resource specialist. Thus, instead of teaching a course "about careers," the business teacher becomes the specialist to whom academic teachers and students turn for information and advice. Under this approach, the business teacher may be a guest speaker in various academic classes, may help the English, math, or other academic teachers develop career education materials, counsels students interested in learning more about business careers, and so forth.

The advantage of the fusion approach is that students begin to see the relevance of academic courses such as English, math, and social studies to real life. If the fusion units are well developed, students readily see why English grammar and mechanics are important to success in many different careers, why skill in mathematics is crucial to success in a variety of occupations, and so forth. Another major advantage of the fusion approach is that students receive information about careers and career concepts from a variety of teachers, through a variety of experiences, and on a continuing basis throughout the junior high/middle school years. Also, career education fusion provides diversity and interest to both the academic subject and to career education. Through fusion, one business teacher can have great impact as a resource specialist working with several academic teachers and their students.

The major disadvantage to the fusion approach, of course, is that the business teacher, in the support role, is advisory only and cannot control the amount or quality of information and experiences to which students are exposed in their academic courses. However, if the business teacher is a good salesperson—as most business teachers are—business education will have its share of input. This is especially true since the business and office cluster has perhaps more and better developed fusion materials than any other career cluster.

THE GENERAL CAREER EDUCATION COURSE APPROACH. When this approach is used, all career clusters and the career concepts essential to wise career choice should be explored in the course. Students may be allowed to select the careers (or career clusters) they wish to explore, or the teacher may develop a list of topics and careers to be included in the course. When students are given complete responsibility for selecting the careers to be explored, their choices will generally be limited by their present scope of information about the types of careers—which may be limited to occupations depicted in TV shows and movies or to occupations of people they know. Thus, they may merely gather more information about careers with which they are somewhat familiar already. On the other hand, when the careers course teacher selects the course content, the careers or career clusters emphasized may be those in which the teacher is most interested or with which he or she is most familiar. Therefore, the general career education course must be organized in a way that ensures students will be exposed to a wide variety of careers in all occupational clusters. This may require team teaching by teachers with various interests and vocational backgrounds. It may also mean that the course should be designed to allow students to follow their interests in exploring careers but at the same time use community resources to expose them to a variety of careers and career concepts about which they may not have been aware.

If all of these things are done, the general career education course can provide students with a comprehensive view of the world of work and their own potentials for success in various careers. Business teachers should become involved in this course when it is offered at the junior high/middle school level to insure that business and office careers and the senior high school business program are presented accurately and comprehensively.

OTHER OFFERINGS. Other than for typewriting, basic business, and career education, there seems to be no consistent pattern to the business education offerings from state to state. A few supervisors report such varied course offerings as business mathematics, recordkeeping, looking toward private enterprise, junior high business and office lab, exploratory business, business English, and consumer education.

In each of the eight states that offers business mathematics, it is offered at the ninth grade level and, in isolated instances, at the eighth and tenth grade levels. The business mathematics course is generally one semester or one year in length, with one state reporting a four-quarter offering. The objectives of the course, as reported by all states in which it is offered, are to review basic computational skills and to provide business problem applications.

The recordkeeping course is designed to provide young people with some basic experience in working with personal and business records and to provide them with an introduction to basic bookkeeping practices. The junior high business and office lab course is designed to introduce students to the typewriter and other business machines and to provide a vehicle for introducing students to various careers in the business and office clusters.

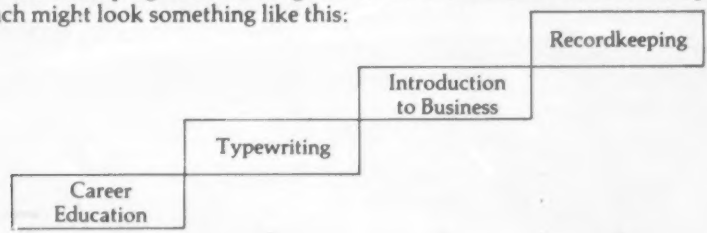
In some schools, exploratory business is used to give students an opportunity to explore careers in the major areas of business such as accounting, data processing, management and finance, marketing and salesmanship, secretarial, and clerical. In other schools, exploratory business is a course in which students spend short periods "trying out" such subject areas as typewriting, bookkeeping, and shorthand to determine their aptitudes and interests in these subjects. (In schools where this approach is used, the exploratory business course seems somewhat like one phase of junior business training advocated by Frederick Nichols.)

Business English or business communication is offered at the ninth grade level in 2 of the 35 states from which survey data was received. A few states offer consumer education courses in addition to general business. Where consumer education is offered, emphasis seems to be on such topics as consumer service and protection and responsible consumer practices, whereas the general business course in these states tends to concentrate on the organization, functions, and services of business with less emphasis on the consumer aspects.

PLANNING THE JUNIOR HIGH/MIDDLE SCHOOL CURRICULUM

The approach that one takes to planning the business course offerings in the junior high/middle school curriculum will be determined by the characteristics of the student body and by the educational philosophy prevailing in the community. However, an analysis of our survey data indicates that one of three basic approaches (with infinite variations) is generally used in designing the business curriculum at this level. For convenience, we have named these three basic approaches the "stairstep approach," the "vertical approach," and the "mosaic approach." Each of these is based on the assumption that the primary purpose of the junior high/middle school is exploratory.

The stairstep approach. The stairstep approach is a systematic building up of information and concepts from one year to the next, starting with a course in career education and ending with a very basic vocational course such as recordkeeping at the ninth grade level. One version of the stairstep approach might look something like this:



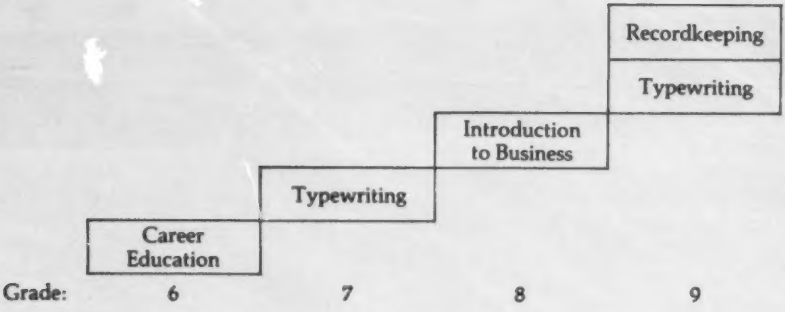
The stairstep approach, as well as the other approaches discussed here, is based on the concept that a career education program provides the first step, the first organized effort, to an orderly exploration of business and office concepts and careers. Under the stairstep approach, career education consists of a separate business and office careers course (as opposed to a general career education course in which students are exploring a broad spectrum of careers from many clusters at the same time). The business teacher assumes responsibility for helping students clarify their own interests and abilities and relate these to a variety of business careers in management, professional, and support level occupations, for helping students develop business and office concepts, and for providing information about high school and postsecondary business education programs. The careers course under the stairstep business education program is designed to lead naturally into typing, the second step in the curriculum.

Under the stairstep approach, typing goes beyond the personal-use value emphasis often associated with typewriting at the junior high/middle school level. The typewriting course does include personal-use applications, but it also begins building prevocational and basic vocational applications and competencies. Because typing is a manipulative skill which has a natural appeal to the activity-oriented students at this age level, a creative business teacher will find many opportunities to capture the interest of students and to inform them about business and office occupations and about the high school business education program.

The introduction to business course, the third step, builds consumership skills and general economic understanding as does the general business course (which is discussed under the vertical approach), but introduction to business is more vocationally oriented than the general business course. It does not, however, omit entirely the consumership and economic understanding objectives since students in this curriculum may not continue in school long enough to obtain this information in a later course.

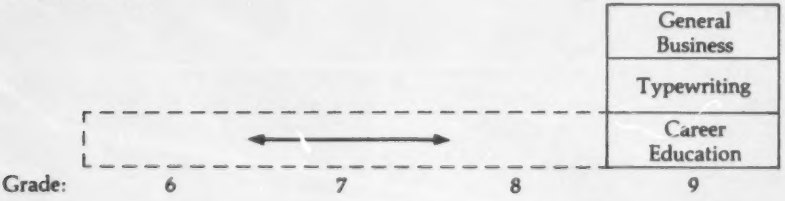
The stairstep approach emphasizes the vocational aspects—as opposed to the general education values—of business education at the junior high/middle school level. The degree of vocational emphasis to be given will, of course, be determined to a large extent by the type of student body and by the educational philosophy of the community. A high dropout rate between junior high/middle school and the high school may call for greater vocational emphasis so that students who leave school will have a basic level of vocational skill and also, through such exposure to vocational training opportunities, may see the value of remaining in school to further develop vocational skills. This stairstep approach with vocational emphasis can only be taken, however, if the community is willing to allow business education courses to substitute for some of the general education courses traditionally offered in the junior/middle high school.

In a situation in which the dropout rate is extremely high, one might consider adding a second typing course (elective) as follows:



Some educators who are advocates of the stairstep approach advocate cooperative programs or some other form of exploratory work experience program in the junior high school grades to bring more relevance to the school curriculum. They claim such experience at the junior high level is especially important in light of the earlier maturation of students. The stairstep approach certainly provides a good base upon which to build cooperative or other kinds of work experience programs in the junior high grades.

The vertical approach. The vertical approach, like the stairstep approach, is built upon a base established by career education. However, unlike the stairstep approach, this approach places more emphasis on the general education value of the business curriculum in the junior high/middle school, provides fewer business offerings, and delays the basic business course (in this case, general business) and typewriting until the ninth grade. Under this approach, the business education offerings are intended only to build a base for business education at the senior high level and not to build vocational competencies at the junior high/middle school level as suggested with the stairstep approach. Graphically, the vertical approach is very simple and looks like this:



Under the vertical approach, business and office career education may be offered as a separate course at the ninth grade level (as shown above), may be incorporated in a general career education course that runs throughout the junior high/middle school years, or may be fused with academic subjects. Regardless of the career education program used, however, the objective under the vertical approach is not geared to leading the student into a specific sequence of vocationally oriented courses at the junior high/middle school level.

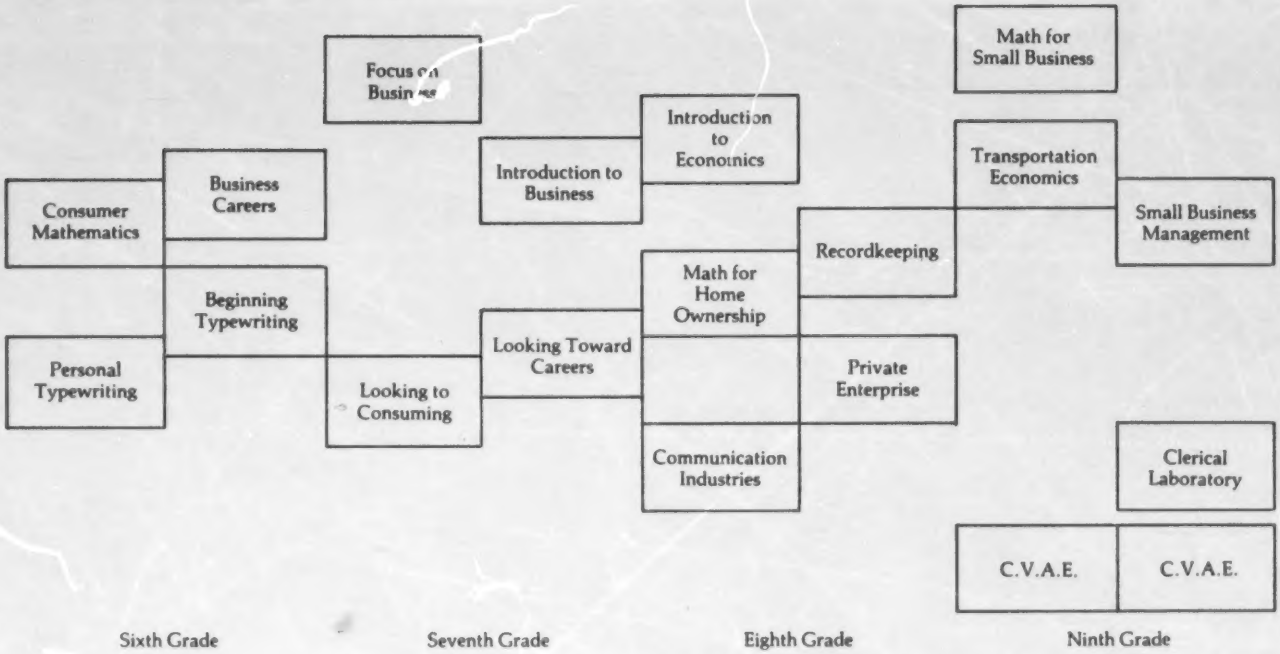


FIGURE I. Mosaic Approach to Curriculum Planning

Typewriting, which is generally found at the ninth grade under the vertical approach, stresses personal-use values and places little emphasis on developing prevocational or vocational skills and competencies. When this approach is used, the typing course should be taught by a dedicated, experienced business teacher who can relate typewriting to business and office careers even while teaching the course from a personal-use approach. General business under the vertical approach is usually placed at the ninth grade, and consumership is stressed more than in the stairstep approach.

The vertical approach is most appropriate for schools in which a large percentage of the student body typically completes high school and will thus have an opportunity to develop vocational skills at the tenth, eleventh, and twelfth grade levels. Because of the fewer business course offerings at the junior high/middle school level under this approach, it will appeal to a community that believes the school should emphasize general education and academic education.

The mosaic approach. The mosaic approach is designed to give students many prevocational, vocational, and personal-use options through the junior high/middle school years. Under this approach, numerous courses are offered, and each provides an in-depth study of a fairly limited topic. For example, one-semester or one-quarter courses might be offered in such areas as economics of transportation, personal recordkeeping, communications industries, beginning typewriting, math for small businesses, consumer mathematics, and so forth. One version of the mosaic approach is illustrated in Figure I.

The mosaic approach is extremely flexible. The variety of short term courses meets the needs of students who want to pursue prevocational and vocational interests; it also meets the needs of those students who want to follow a general education curriculum and at the same time learn more about business career opportunities and about business and industry from the consumer's point of view.

An obvious limitation to using the mosaic approach is the difficulty of scheduling and staffing the large number of courses. A school must have a high enrollment and must attempt to predict what courses or combination of courses will attract a sufficient number of students to make the offerings feasible.

SUMMARY

In summary, the trend in the United States seems to be away from the junior high and toward the middle school concept, with an increased emphasis on exploratory experiences. This is in part due to a recognition that youth are maturing at an earlier age than ever before and that a major purpose of school at this level should be to encourage students to develop their full potentialities.

Business education enrollments are increasing in both the junior high and middle schools. Career education, which many people once considered to be a passing fad in education, seems to be taking a firm foothold in educational systems throughout the county and is providing a solid base

upon which to build the junior high/middle school business education program. Three approaches to business and office career education have evolved: (1) the business and office careers course, (2) the general career education course with a business careers component, and (3) the fusion of business and office career information and concepts with academic education. The approach taken may have implications for the business education curriculum at both the junior high/middle school level and the senior high school level.

Data from an informal survey of state and local supervisors indicates that typewriting, basic business, and career education are the three major offerings at the junior high/middle school level although various other courses are offered at this level in several states. An analysis of the data also indicates numerous variations in business education program planning at the junior high/middle school level; but generally, the business curriculum seems to be based upon one of three approaches: the stairstep approach, which emphasizes the development of prevocational and vocational skills; the vertical approach, which emphasizes the personal-use value of business courses; and the mosaic approach, which provides many offerings in an attempt to mesh the prevocational, vocational, and personal-use values of the business courses.

CHAPTER 6

Coordinating the Junior High or Middle School and the Secondary School Business Programs

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In this chapter "career education" is viewed as a concept and an essential component of the educational process—as a part of the general curriculum, rather than a separate entity. It is a comprehensive educational program that focuses on individual career development, beginning with the first grade or earlier and continuing through adult education. "Curriculum development" is considered as a dynamic process in which the what, why, and how of relating people and programs are examined. And, finally, the "cradle to grave" concept of "articulation" for learners in organized educational programs is accepted. (ERIC document numbers are included, when appropriate, for materials which can be obtained from the Eric Clearinghouse in Career Education.)

THE RATIONALE

Every year about two and a half million young Americans leave school and enter the job market with little career preparation. They are not all dropouts. Many graduate from general education courses without career skills. It has been estimated that by 1986 ten million college graduates will be competing for the four million jobs that will require a college degree. How many people will spend the rest of their lives *underemployed?*

When is the right time to start learning about the world of work? After school, by switching from job to job? Or during school, when there is still the opportunity to follow a career by choice rather than chance?

Career education is the preparation of students for a successful work life by improving the basis for their career choice, facilitating the learning of job skills, and enhancing all education. Career education is more than a theory; it encourages a community involvement in the education of its children. Career education is designed to help make learning more relevant by giving students opportunities to apply classroom theories and use decision-making processes in real-life situations. The classroom is expanded to the community.

According to a recent brochure prepared by The Center for Vocational Education, The Ohio State University: "Rapid and continuing changes in our society have made it critically important that schools help guide students

from educational experiences into decisions about participation in the world of work and life roles. Career education is seen increasingly as a concept which can meet this need."

COMPREHENSIVE CAREER EDUCATION PROGRAM

The development of a comprehensive career education program requires that appropriate learning experiences will be included throughout the curriculum. A blending of learning experiences with guidance, counseling, and placement service, ongoing evaluation efforts, supportive career information and pupil data, school-community planning, and related staff development programs for both school personnel and the community at large are indicated. Education refocused in this manner relates to students' present interests and prepares them for future life roles.

TEACHERS

The success of any course, curriculum or program of studies is directly related to the teacher. It has been said that, in reality, the teacher *is* the curriculum. For this reason it is extremely important that teachers at all grade levels not only understand the importance of the career education concept but are committed to it and will make every effort to implement it in the classroom.

Teacher guides, available from The Center for Vocational Education, The Ohio State University, may prove useful in helping teachers enhance their competency in this area. The teacher's guides provide flexibility, selectivity, variety, and convenience. The themes include: Self and Careers; Exploring the World of Work; Economic and Career Awareness; and Math, Measurement, and Careers. The Center also has prepared a series of staff development guides dealing with suggested goals, strategies, and resources for planning, administration, and implementation of career education. Major topics addressed by the guides include:

Need for staff development in career education
Role and functions of the in-service coordinator
Planning, organizing, and conducting staff development programs
In-service programs for specific groups
Evaluating the staff development effort
Sources of in-service education assistance

A variety of community involvement materials also are available from the Center.

SCHOOL DISTRICT ORGANIZATION

An examination of the literature reveals a paucity of information, either theoretical or practical, on the subject of this chapter. The importance of a smooth transition from one grade level to the next is usually included in

descriptions of K-12 programs currently in operation. Effective coordination or articulation between the junior high school/middle school and the high school is highly important to the welfare of preadolescents and adolescents.

The organization of the school district is a consideration in this issue. The unit district, which usually includes K-12, would appear to enhance and facilitate effective curriculum articulation. But it would be unrealistic to assume that this will happen automatically. It doesn't. It requires the determination and cooperation of the administration and faculty to implement a smooth transition through the grades. In dual district communities, successful articulation is highly dependent on the cooperation generated between the elementary school districts and the high school district. The appointment of a K-12 curriculum committee that includes representatives from the high school and its feeder elementary or junior high school/middle schools, with appropriate subject matter subcommittees (e.g., art, music, math, science, etc.), provides a vehicle to deal with curriculum articulation.

THE CURRICULUM ARTICULATION COMMITTEE

With the establishment of a curriculum articulation committee, a unit school district or several dual school districts have a vehicle which can promote the smooth transition of students from one level, grade, school, or attendance center to the next. To be successful, certain conditions should be present.

The committee must have the support of the administration. Depending on the size of the district, the superintendent, assistant superintendent for curriculum and instruction, and the building principal all play important roles in this endeavor.

The committee should have regularly scheduled meetings during the school year and the school day. If facilities are available, it would be advisable to rotate the meetings among the participating schools.

Once the committee is organized and has elected its chairman, it should prepare an agenda and deal with specific issues and problems, such as those related to career education in business education. Results of their deliberations should be shared with other teachers and administrators.

The goals, responsibilities, activities, and limitations of the committee should be clearly defined by the administration.

The committee may find it advantageous to work during part of the summer, if adequate funding is available.

Some budget provision should be included for the use of consultants when needed.

ARTICULATION

An example of concern for the articulation of a career education program is found in *Project Grow Green Rivers Opportunities for Work: History Report.* A major goal of this project was to develop materials that could be used by teachers in regional schools to help them implement an articulated, developmental career education program from kindergarten

through postsecondary levels. The development of an articulated developmental career education concept grid for kindergarten through postsecondary levels, and the creation of a matrix and 100 lesson plans were achieved in the final year of the project. Project Grow was developed in Owensboro, Kentucky, and the report was published in June 1974. (ED 101138)

A University of Wisconsin-Madison summer workshop for teachers and counselors and in-service meetings produced a detailed guide for program articulation and strategies for integrated career education instruction. An occupational guidance resource center was developed, and specific program articulation involved counselors, principals, a local vocational education coordinator, workshop participants, and a steering/advisory committee in job placement, educational coordination, and cooperative educational activities. The guide was published in May 1972. (ED 073298)

A somewhat different approach to articulation was employed by Richard F. Bortz in *A Comprehensive Careers Cluster Curriculum Model* published in June 1972 by the School of Engineering & Technology, Health Occupations Project, Southern Illinois University, Carbondale. Bortz utilized a model that incorporated a key factor analysis technique. Five career cluster axis, five career developmental career component models, and two auxiliary modules were proposed. The career cluster axis included: (1) applied biological and agricultural careers, (2) business, marketing, and management careers, (3) health careers, (4) industrial oriented careers, and (5) personal and public service careers. The developmental modules included: (1) elementary school-based, (2) secondary school-based, (3) secondary school and community-based, (4) community-based, and (5) occupational entry. This fifth module contains three options: (1) extended self-actualization, (2) long-range occupational employment, and (3) immediate occupational employment. (ED 069867)

In the Portland (Oregon) Public Schools, an attempt was made to change a conventional, academically oriented general school system into one whose curriculum reflected concepts of career education at all grade levels in harmony with existing teaching/learning processes. Omer McCalb, in the first interim report, *Project Vigor: Vocational Cluster Education, Integrated and Articulated Grades 1 Through 14, with Guidance Services, Occupational Exploration and Work Experiences Relevant to General Education*, published in July 1971, explains how the project was introduced through a teacher orientation workshop. The Oregon career education program basically is a program of vocational cluster courses for junior and senior high school students. Project Vigor has had two major directions of thrust; the first has been the inclusion of general courses in food service, child service, industrial mechanics, and general business into their most closely existing high school departments. The second aspect of the project is the orientation of the administration and staff of the total school system to the career education goals. An awareness of career education as a part of the general curriculum is a major accomplishment, and this awareness has been stimulated through news releases, advisory committee activities, and orientation of professional staff through workshops, meetings, and special

projects. (ED 058418)

In an evaluation of the project one year later it was found that significant progress had been made toward meeting the overall project goal of creating a career education program in a formerly traditional school system, the David Douglas Public Schools of Portland. The critical problem was a lack of understanding by the majority of the staff of the total concept of career education. Exploratory programs, particularly at the junior high level, and additional materials, principally cluster programs and guidance and counseling services, are needed. (ED 067511)

Jasper County Public Schools, South Carolina, have developed a comprehensive career education program encompassing students from kindergarten through the twelfth grade. A sequential approach to career education features an awareness program in kindergarten through the third grade, and this process continues to accommodate students' needs throughout their elementary years. The orientation process in grades seven and eight allows students to explore a variety of academic and vocational subjects, while grades nine through twelve are reserved for career exploration and preparation.

CAREER EDUCATION GUIDES

An ERIC search revealed that a number of career education guides have been developed. Several are reviewed here. A 1972 Career Education Summer Workshop sponsored by the Lakeshore Technical Institute, Sheboygan (Wisconsin) Public Schools prepared a *Career Education Guide, K-14*. This 700-page document presents a career development model, rationales for various grade levels, and general goals and concepts for an integrated curriculum. For each concept in the three basic developmental decision-making components—self, work world, and career planning and preparation—general and specific behavioral objectives, appropriate subject areas, and resource lists are correlated with learning activities and evaluation techniques in a 3-column format. (ED 074266)

The *Bowling Green Career Education Manual for Teachers, Counselors and Administrators, 1974*, centers on the development and implementation of the Bowling Green, Kentucky, career education program. Preparing students for life-centered careers, the school system has developed through a three-year process a program that involves every teacher, guidance counselor, and administrator and permeates the fabric of the K-12 curriculum. The development of community support, in-service training, establishing an organizational center, the utilization of resource persons, and interviewing as a learning tool are dealt with in detail. The section on elementary education discusses awareness, counselor role, recordkeeping implementation, and interviewing. The junior high section details the guidance program and offers sample surveys, interview forms, an outline of the eighth grade orientation unit, and sample career units in mathematics, political science, English, and business. The high school section offers a list of occupations related to subject areas, four sample units, a job fact sheet, and a list of goals. (ED 092772)

Career Education Guide K-Adult, published by the Science Research Associates in 1973, has been prepared to assist educators in the development of career education programs. The heart of the guide is the 20-page "Objectives and Prescriptions" section which lists objectives and then provides correlated Science Research Associates materials to be used in working with objectives. This section is divided into four overlapping grade-level sections with four themes in each: awareness, aptitudes and attitudes, skills and initial exploration, exploration and decision making. Thirty pages of product descriptions follow. (ED 092682)

The *Career Education Resource Guide* published by the General Learning Cooperative in 1972 presents separate sections with innovative learning activities and resource ideas for kindergarten and the elementary grades, the middle and junior high school grades, and for high school and adult education. Ideas for evaluating career education programs are given for each level, together with teaching procedures, performance objectives, resource materials, conceptual statements, and explanatory notes for each learning activity. Photographs illustrate the text, which was developed largely by teachers, school administrators, and other educators from school systems throughout the nation. A bibliography, a list of resource people, a conceptual chart correlated with individual learning activities, and an extensive rationale for career education are included. (ED 069918)

A *Career Education Curriculum Guide for Indiana*, edited by Jerry C. Keiser and Elizabeth C. Wampler, was published in 1974. Indiana's goal for education is that every young person leaving or completing his/her school program should be ready for higher education or have a skill for entering useful and rewarding employment. This concept has been embodied within the *Career Education Curriculum Guide* and the *State Career Education Model*. The guide has derived, from the *State Career Education Model*, its four main levels: (1) introduction, for K through 5 (awareness of self and respect for the world of work); (2) exploration, for 6 through 8 (exploratory experiences in the process of career development); (3) investigation, for 9 through 10 (career cluster investigation in the developmental process), and (4) experience, for 11 through 12 (career preparation through successful educational and training experience). Each unit is divided by grade levels, subject area, and concept cluster with an outline of appropriate learning objectives, learning experiences, and materials and resources. The second half of the 362-page document contains 12 appendices suggesting activities, books and pamphlets, bulletin board ideas, career club information, commercial materials, films and filmstrips, forms, generic, inexpensive sources of career information, test information, a directory of publishers, and a two-page bibliography. (ED 102411)

INFORMATION SOURCES

Boards of education, administrators, teachers, and citizens interested in career education will find the following two information sources most helpful:

The Center for Vocational Education
The Ohio State University
1960 Kennedy Road
Columbus, Ohio 43210
Telephone 614-486-3655

ERIC Clearinghouse in Career Education
204 Gabel Hall
Northern Illinois University
DeKalb, Illinois 60115
Telephone 815-753-1251

The January 1976 "Publication Catalog" of The Center for Vocational Education contains a wealth of annotated documents with the date of publication, pages, and cost indicated. In the introduction to this useful catalog, Robert W. Taylor, director, makes these observations:

> The National Center for Vocational Education was established in 1965 and has become one of the country's leading educational research and development agencies. Its programmatic research, development, training, evaluation, and product utilization activities have provided viable solutions to significant problems in occupational education. Among the Center's efforts is the development, installation, and evaluation of the school-based comprehensive career education model.
>
> Some measure of the Center's outreach and impact is indicated by the more than 195 collaborative efforts and national leadership development activities it has conducted with all 50 state departments of education and with 168 other institutions. The Center has produced over 350 publications.

The following informal bibliographies are the result of a computer search of *Resources in Education* (RIE) and Current Index to *Journals of Education* (CIJE), which the ERIC Clearinghouse in Career Education feels have general interest: *Policy and Administration of Career Education*, March 12, 1975; *Career Education for Girls: K-12*, April 1, 1975; *Career Education: Bibliographies and Resource Lists*, November 25, 1975; *Career Education: Handbooks and Curriculum Guides*, November 25, 1975; *Career Education in the Junior High School*, February 6, 1976; and *Career Education in High School*, February 13, 1976.

CHAPTER 7

Developing Education for Business in The Secondary School

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The purpose of this chapter is to discuss some of the major factors that educators should consider when developing a business curriculum at the senior high school level. There are many approaches to curriculum development, and several excellent illustrations from selected states and school districts are analyzed in detail in this chapter so that other business educators faced with developing business curriculums at this level will have models to study.

The word curriculum as it is discussed in this presentation has been limited specifically to the area of business education and consists of all those experiences intended for students under the direction of the business education department. Since the business education curriculum is intended for students, there must be a comprehensive plan specifying and justifying what students are to do and to learn. The problems of formulating such a plan are essentially problems of determining desirable outcomes for learning and of designing effective means for reaching these outcomes in the business education classroom.

OBJECTIVES OF EDUCATION FOR BUSINESS

Business education objectives provide the first guidelines for determining the learnings to be included in the business curriculum. Fortunately, business education has comprehensive and consistent objectives as stated in the pronouncements of the Policies Commission for Business and Economic Education. In the pronouncement, "This We Believe About Business Education in the Secondary School," the Policies Commission, which is composed of outstanding authorities in the field of business, states:

> Major statements of the purposes of education in America have identified a need for business education. Business education achieves its goals through—
>
> Specialized instruction to prepare students for careers in business.
>
> Fundamental instruction to help students assume their economic roles as consumers, workers, and citizens.
>
> Background instruction to assist students in preparing for professional careers requiring advanced study.
>
> In an effort to satisfy the needs of all students, secondary schools should

provide sound programs of business education that provide instruction for and about business.

WE BELIEVE THAT

. . . Business education is an effective program of occupational instruction for secondary students desiring careers in business.

. . . Business education has an important contribution to make to the economic literacy of all secondary school students.

. . . Business education is desirable for students who plan programs requiring postsecondary and higher education in the field of business.[1]

The educational aims of the Policies Commission—occupational instruction, economic literacy, and advanced study—are being used to determine the objectives for learning in the business classroom. Over the past 10 years, research has indicated a strong emphasis on occupational preparation in the classroom. The impact of the Vocational Education Act of 1963 contributed support for the inclusion of occupational business education programs in the high school curriculum, and it appears that occupational preparation is one objective that has national acceptance in all high school business programs.

Economic literacy, as a purpose of business education, is not new; however, the importance placed on it has fluctuated a great deal over the years. Even though there is an increased emphasis on occupational instruction in the classroom, the need for consumer literacy is still a major purpose.

The secondary school fulfills yet another important role—that of providing the necessary background for those students who plan careers in business requiring preparation beyond the high school level. According to the literature, business educators not only teach the courses required to proceed with advanced training in a business career but also discuss the various institutions in which training for these careers can be obtained.

Hopefully, all business educators use the statements of the Policies Commission as criteria for selecting and organizing programs for the business department in the senior high school. The objectives and goals cited by the Policies Commission are futile if curriculum builders do not implement them. Just how extensively are business educators using the objectives of the Policies Commission? One state that has demonstrated leadership is Utah, where business educators have implemented the pronouncements of the Policies Commission in a curriculum guide for business education. The general objectives, as well as the suggested business curriculum for attaining these objectives, are as follows:

General Objectives

The high school business program is designed to provide prevocational, vocational, advanced career preparation, and general education experiences for the student. More specifically, this curriculum should:

1. Provide primarily prevocational experiences in the ninth and tenth grades.
2. Provide primarily vocational experiences in the eleventh and twelfth grades.

[1] Policies Commission for Business and Economic Education. "This We Believe About Business Education in the Secondary School." *Business Education Forum* 25:8; October 1970.

3. Offer activities and classes that would contribute to each student's becoming an effective citizen capable of making sound economic judgments.
4. Provide a foundation for advanced study in business and/or a vocational competency.
5. Offer several career clusters that are designed to provide for a variety of abilities and interests.
6. Provide an opportunity for students to acquire vocational competency in the stenographic and clerical skills.
7. Emphasize decision-making, communication, logic, reasoning, and manipulative skills.

Suggested Curriculum

Three Career Clusters

a. General Clerical
b. Advanced Business Careers Preparation
c. Stenographic

(Plus accelerated courses for any of the above.)

Recommended for all high school students:

a. Personal Finance
b. Introduction to Data Processing
c. Typewriting I and II (if not taken in junior high)[2]

Much thought and preparation by both teachers and administrators must go into planning the objectives, which determine the avenues of learning to follow in the classroom. A valid set of objectives will adequately meet the needs of business students. The objectives of the Utah schools are both clear-cut and comprehensive. They play an important role in educating the young people of that state and provide for vocational, advanced career, and general education experiences. The Utah state plan is also noteworthy in emphasizing office education, and simulated office education appears in every cluster, either as a requirement or a suggested elective.

RECOMMENDED CAREER-ORIENTED CLUSTERS FOR BUSINESS EDUCATION[3]

	CLERICAL	STENOGRAPHIC	ADVANCED CAREER PREPARATION
Ninth	Typewriting I, II Basic Business	Typewriting I, II Basic Business	Typewriting, I, II Basic Business
Tenth	Business Communications Personal Finance	Business Communications Personal Finance	Business Communications Personal Finance

[2]Utah State Board of Education. *General Curriculum Guide for Business Education in Utah*. Revised. Salt Lake City: the Board, 1974. pp. 4-5.

[3]*Ibid.*, p. 6.

Eleventh	Typewriting III Bookkeeping Data Processing	Typewriting III (Typewriting IV optional) Shorthand I Data Processing Bookkeeping	Business Law Bookkeeping Data Processing
Twelfth	Economics Office Procedures Simulated Office Education and/or Cooperative Office Education Business Machines	Economics Shorthand II and Transcription Office Procedures Simulated Office Education and/or Cooperative Office Education Business Machines	Economics Business Machines Electives from English, Speech, Math, and Distributive Education

Additional Business Electives

Machine Shorthand
Personal Use Shorthand
Business and Management Principles
Machine Transcription
Computer and Systems
Personal Development and Human Relations
Business Exploratory
Recordkeeping (Low ability)
Career Exploration
Business Math

Two-Hour Block Suggestions

Office Procedures and Shorthand IV (Transcription)
Typewriting IV with Office Procedures
Office Procedures and Correlated Cooperative Office Education Class
Simulated Office Education and Office Procedures

*Typewriting I, II, III, and IV—one semester each.

Utah has been a leader in the concept of simulation and has developed a mobil office education system with a simulated training program patterned after operations of a savings and loan institution. Each of the mobil office vans in Utah moves to different school districts so that the business students can gain meaningful and relevant office experiences.

Lloyd cites these advantages in the office simulation program:

> Simulation provides an opportunity for the senior student, who has developed business skills to the point where they can be applied, to use these skills in a simulated operation of an actual business. The main object is not to develop more skills, but to foster in the students desirable attitudes, initiative, and willingness to assume responsibility. Recent studies of employers list these qualities as the ones most often lacking in a new employee. These same traits were those most often sought after, even more than skill development, according to several studies.[4]

Other business educators have gone even further and combined both program and specific course goals in one comprehensive collection. An examination of *Course Goals in Business Education, K-12,* a 257-page document produced as a cooperative project of the Oregon school districts of Clackamas, Multnomah, and Washington Counties, reveals two levels of learning goals for business education curriculum development.

Program goals that describe general outcomes of business education programs serve as guides for administrators and business teachers in planning

[4]Lloyd, Gary M. "A Business Education Curriculum Briefing for School Boards." *Business Education Forum* 28:14-15; May 1974.

business education programs at the district or subdistrict level. Also included are course goals that describe the specific outcomes of a specific business class. These are intended to be used by educators as guidelines for planning business courses for the various schools, business education departments, and classrooms. The educators who produced this collection of goals suggest that it be used as a tool by school systems to help clarify the purposes of business education for parents, students, teachers, and other interested persons in the community.

The Oregon educators support the use of this collection in the rewriting and development of courses and curriculums for business education. The goals help to make learning options explicit and sharpen the focus of curriculum planning. The Oregon educators feel that an important outcome of curriculum development resulting from this collection will be interdisciplinary planning. They state:

> The goals, although printed in subject collections such as business education, science, language arts, social science, mathematics, music, etc., may be related and grouped in and across subjects. Thus, for example, a teacher interested in teaching about "civilization" can locate goals dealing with related concepts in business education, art, social science, language arts, mathematics, or other subject fields. Computerization of the goals is in process which will permit the retrieval of the goals by any one or more of the codes: subject category, educational level, types of knowledge and process, relation to career education goals, concepts and values dealt with, and index words. . . .[5]

It would appear that other business educators could use such a system to facilitate interdisciplinary planning, an approach needed in business education today. With the proliferation of courses at the secondary level, there is little room for business courses to be treated separately. Perhaps the Oregon goal collection will provide a method for combining units in such disciplines as business education, home economics, and industrial arts.

The behavioral objective approach to curriculum development is being utilized increasingly by curriculum builders. In this approach, the objectives for business courses define both the behavior sought in the student and the areas of experience through which this behavior is to be developed. That is, behavioral objectives are learning outcomes stated in terms of the behavior the students will display as a result of their educational experiences.

An analysis of the objectives of the Chaparral High School Business Education Department, Scottsdale, Arizona, reveals extensive educational commitment to the use of behavioral objectives. Their behavioral objectives clearly state to teachers, students, and other interested persons what is being taught in all business courses in the Chaparral Business Department. The Chaparral objectives specify minimum performance levels required to pass each business course offered. Selected parts of the behavioral objectives for the Office Machines, Management and Procedures Course are presented for analysis:

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[5]Oregon Education School Districts of Clackamas, Multnomah, and Washington Counties. *Course Goals in Business Education, K-12*, 1973 Critique Edition, p. viii.

BEHAVIORAL OBJECTIVES

1. *Ten-Key*

   At the end of one rotation of practice, the student will demonstrate ability to operate the ten-key adding machine by using the touch method with proper fingering. He will be required to master touch control at a minimum rate of 120 correct key strokes a minute. Also he will be able to solve 50 arithmetic problems with 70 percent accuracy within a 30-minute time period. The problems will consist of addition, use of subtotal key, subtraction, multiplication, both regular and short-cut methods, alignment of decimals, and the use of fractions, percentages, and decimals.

   A rotation refers to 15 to 20 class periods of 55 minutes each.

2. *Calculators*

   At the end of one rotation of practice on each business calculator, the student will be able to add, subtract, multiply, and divide on each computing machine in the classroom (rotary calculator, printing calculator, electronic calculator, Divisumma calculator). He will demonstrate his ability to do so by solving a 50-problem test with 70 percent accuracy in a 30-minute timed period on each calculator as assigned by the teacher.

3. *Transcribers*

   To demonstrate his ability to operate a transcribing machine of any model, the student will be able (at the end of one rotation) to pass a transcription test with 70 percent accuracy involving the following conditions:

   A. Use a 30-minute timed period.

   B. Assemble and set up the transcriber for operation.

   C. Make a typewritten transcript of the recorded material.

   D. Prepare an original and one carbon copy.

   E. Spell 30 spelling word list accurately.

   F. Type business letters averaging 100 words each.

   All transcribed materials must pass these standards for mailability: neat corrections, proper placement of the material on the page, correct spelling and word division, correct capitalization and punctuation.

4. *Spirit Duplication*

   In order to successfully complete a rotation in spirit duplication, the student will achieve the following goals in a 55-minute period with 70 percent accuracy:

   A. He will demonstrate his knowledge of the spirit duplicator by correctly naming and briefly describing the function of the parts of the machine.

   B. He will demonstrate his ability to use the duplicator by taking a regular DITTO carbon and 4 colored DITTO carbons, preparing an attractive, full-page circular or announcement, considering such techniques as placement, originality, suitability, complexity, clarity, and accuracy. The master will be prepared at the typewriter, have all errors corrected and 5 usable copies will be produced on the machine. The student will take charge of the work area and leave the machine and area clean before returning to his own station.

5. *Typing*

To demonstrate satisfactory performance (70 percent accuracy), the student will type on an electric typewriter and produce the following materials in a 30-minute timed period for each group of materials:

A. Two business letters (100-200 words in length) using full block, open punctuation and modified block, mixed punctuation, all errors corrected. The styles will conform with the South-Western Typewriting Book.

B. A two-page, unbound, manuscript, 1 original and 1 carbon copy, from unarranged printed copy provided by the teacher. All errors will be corrected.

6. *Filing*

Given 50 randomly selected names of businesses and individuals, the student will arrange in correct alphabetic filing order and type all 50 names with 70 percent accuracy in a 30-minute timed period.[6]

Notice that the Chaparral objectives are stated in terms of the performance students will display as a result of their experiences in the classroom. If business educators at all levels were this explicit in writing course objectives, they might eliminate one major learning problem: the traditional fuzziness of classroom assignments. Also, a comprehensive set of instructional course objectives identifying concepts, skills, and attitudes in behavioral terms would be useful to business educators for evaluating the results of classroom teaching. Popham believes the use of behavioral objectives allows business teachers to explain exactly what they are trying to accomplish with their students. She points out:

> If all terminal performance goals for a course, stated in such specific terms, are placed in the hands of the learner, he or she knows exactly what is expected and can, in cooperation with the teacher, analyze the learnings needed individually to reach the desired goals. What is being learned begins to become relevant even to the poorer student, who now sees a need to acquire all of the related learnings (known as subcompetencies) that are necessary to reach the final performance goal. The identification of these related learnings—also expressed in terms of tasks to be performed—plus the establishment of the standard to which they are to be developed and the conditions under which the learner is to function during evaluation, are the teacher's responsibility as a director of learning.[7]

An analysis of Utah, Oregon, and Arizona business education curriculum materials reveals commitment to the educational objectives of developing skills for vocational, advanced career, and general education. The objectives provide useful tools to determine what must go into the business education curriculum. The educational objectives listed in the foregoing curriculum materials are representative of the objectives of other curriculums which will be analyzed in the rest of this chapter.

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[6]Chaparral High School, Scottsdale, Arizona. *Behavioral Objectives for Business Education*, 1972. pp. 8-9.

[7]Popham, Estelle L. "Making Business Education Meaningful with a Competency-Based Curriculum." *Business Education World* 55:5; May-June 1975.

SCOPE AND SEQUENCE OF EDUCATION FOR BUSINESS

Once objectives have been specified, other decisions must be made in developing the business education curriculum. First, learnings in the business curriculum must be arranged in some type of sequence so that one builds upon another. In making these decisions, business educators view the business curriculum vertically. Second, there are the decisions of arranging learning side by side so that the learnings support each other. In making these decisions of scope, business teachers view the curriculum horizontally. There are also decisions of selecting the actual activities and learning experiences through which the objectives of the business department are to be achieved.

All of the above can be presented in the scope and sequence curriculum approach which includes the general concepts, knowledges, and skills taught in a particular subject area and the order for instruction. That is, the scope and sequence curriculum plan identifies the specific learnings in the business curriculum—fundamental concepts, generalizations, and modes of inquiry—and then sets forth illustrative activities and learning experiences by which the specific learnings might be developed. In this approach, the individual business teacher has freedom in selecting the topics, problems, and units of work appropriate to the maturity level and objectives of the students. In this way, the scope as well as the sequence of the business students' learning is intensified.

The Scope and Sequence for Secondary Business Education, prepared by educators in Scottsdale, Arizona, is a current example of the scope and sequence approach to curriculum development. This document presents the general concepts, knowledges, and skills as well as the order of instruction for each subject area taught in the business curriculum: Accounting; Business Law; Business Principles; Cooperative Office Education; Distributive Education; Introduction to Business; Marketing; Office Machines, Management and Procedures; Shorthand I; Typing I; and Typing II. Each subject area presented in the business scope and sequence contains a table of contents, a definition of the subject, and the purpose for teaching this subject. The statement of scope and sequence then identifies the following for each course being taught: basic concepts or generalizations concerning the subject, basic items of specific (content-focused) knowledge related to each concept or generalization, and basic skills. In addition, the statement of scope and sequence lists the suggested enrichment topics that may be taught where teaching resources permit. The preface of the Typing II Scope and Sequence includes this information:

> Typing II is a one year vocational course offered to develop a salable skill for all students who have selected as a career objective an office occupation where typing proficiency is required. The course stresses improvement of basic speed and production skills. Also included are activities such as communications, duplicating, filing and job seeking. Upon successful completion of this course,

students will have developed an initial entry level job skill. Prerequisite is Typing I.[8]

The statement of scope and sequence for the Typing II program also identifies the basic generalizations concerning this subject as well as the content focus, which includes specific knowledges and skills related to the generalizations. The Typing II Scope and Sequence begins with the basic generalization that typewriting power is necessary for each student pursuing this course. The following skills and knowledges are included for this first basic generalization:

BASIC GENERALIZATION	CONTENT FOCUS
Basic Typewriting Power	Determines beginning skill status by measuring speed and accuracy
	Improves and refines keystroking speed and accuracy
	Builds essential manipulative skills in operation of machine parts
	Improves typing performance on alphabetic copy, statistical copy, straight copy, rough draft copy and script
	Improves level of performance on timed writings
	Improves practice procedures
	Develops efficient work habits
	Appraises practice effort and typing performance
	Establishes background upon which more complex typing skills may be developed[9]

The Scottsdale business teachers are not limited to the basic generalizations or content focus presented in the Typing II program; they are expected to include this material to insure a minimum basic Typing II curriculum for students enrolled in this program. The generalizations included in the typing program progress from the simple to the more complex skills that are utilized in an advanced typing course. Consider the last generalization in the Typing II Scope and Sequence:

BASIC GENERALIZATION	CONTENT FOCUS
Comprehensive Employment Seeking	Discusses the advantages and disadvantages of different office careers
	Surveys job opportunities in office careers that are available in the local community
	Selects an office career job from the newspaper want ads for employment

[8]Scottsdale Public Schools, Scottsdale, Arizona. *Scope and Sequence for Secondary Business Education, Grades 9-12*, March 4, 1975. p. 131.

[9]*Ibid.*, p. 132.

Composes and types a letter of application for a job

Prepares and types a personal data sheet or a resume

Completes and types an application blank for employment from a local office

Prepares for employment testing by taking timed writings

Discusses tips on how to find, get and hold a job

Obtains a social security card

Prepares and types a follow-up letter[10]

In addition to the minimum requirements, the Scottsdale teachers are urged to select content from the enrichment topics and activities that are presented at the end of each subject area or to use their own topics and activities. Some of the Enrichment Activities and Topics for the Typing II Scope and Sequence include:

Drills on the EDL Skill Builder Controlled Reader and Ten Key Drills

Views films and filmstrips on all types of reprographics services

Uses the Gestetner Gestefax to make stencil masters

Prepares bulletin board displays on different typewriting activities

Prepares charts and posters demonstrating good typewriting techniques

Uses typewriting wall charts showing letter styles, manuscript forms, and letter parts

Practices on the proportional spacing typewriter

Practices on the Selectric II Self Correcting typewriter

Views a demonstration on the IBM Memory Typewriter

Prepares and types a library report on electronic data processing

Composes business correspondence at the typewriter in mailable form

Types mailable business correspondence from dictation orally[11]

The Scottsdale School District spent considerable time and money preparing their comprehensive scope and sequence curriculum plan for business education subjects taught at the senior high school level. However, the district feels that it has been a worthwhile curriculum effort because students, teachers, administrators, and parents know the minimum expectations of business education courses in the high schools. The entire community is assured that their business educators do have common standards and guidelines for choosing the materials to which business students are exposed during the learning process.

[10] *Ibid.*, p. 141.

[11] *Ibid.*, p. 143.

NEED FOR EDUCATION FOR BUSINESS

Another factor that must be considered in developing the business curriculum is the selection of the subject matter that must be included. One of the first considerations is: What is the need for the skills, knowledges, and attitudes that are to be learned, and how frequently does the need arise?

In establishing the need for business education programs, a comprehensive study should be made of the employment area served by the school district. With the high mobility of business employees, the scope of the business programs should reflect the needs of the broader job market that will be attracting the students. Employment trends for specific occupations should be obtained from national, state, and local sources. Advisory committees made up of business persons representative of the area served by the school district should be utilized to help decide local needs.

The Edmonds School District in Lynnwood, Washington, has incorporated all of the above strategies in their curriculum planning for business education programs. In the following program, notice the occupations that have been identified and the assistance that these Washington curriculum developers obtained in determining the need for these occupations.

PROGRAM FOR BUSINESS AND OFFICE EDUCATION IN THE EDMONDS SCHOOL DISTRICT

1. *Occupational Identification*

O.E. Code	*Occupation*	*D.O.T. NO.*	*Curriculum*
14.0101	Accountant	160.188	Bookkeeping-Accounting
14.0102	Bookkeeper (clerical)	210.388	Bookkeeping-Accounting
14.0302	File Clerk (clerical)	206.388	General-Clerical
14.0303	Clerk, General Office	219.488	General-Clerical
14.0702	Secretary	201.368	Secretarial-Stenographic
14.0703	Stenographer	202.388	Secretarial-Stenographic

2. *Need*

According to the projections from the United States Department of Labor and the state publication, "Major Shortage Occupations in Washington State," a manpower shortage does exist in the Office Occupations. "Demand jobs" associated with Office Occupations include: (1) accountants, (2) bank clerks, (3) bank tellers, (4) bookkeepers, (5) cashiers, (6) office machine operators, (7) receptionists, (8) shipping clerks, and (9) stenographers-secretaries.

The annual manpower planning report prepared by the Snohomish County Employment Security Department indicates an improvement in the local economy with increased demands in the office occupations areas.

The local Business and Office Advisory Committee continually reinforces the demand for well trained office occupation employees.[12]

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[12]Edmonds School District No. 15, Lynnwood, Washington. *Planning for Vocational Business and Office Education*, 1973, p. 1.

In determining the need for the courses offered in their programs, the Washington educators used national and state bulletins to identify demand occupations for Washington. The U.S. Department of Labor provides other publications that include information about business and office occupations that are in demand in other areas. This information can be extracted and included in state curriculum plans to help educators in developing or revising business curriculums. Special characteristics inherent in these occupations and the education usually required by business employers are indicated. All of this information could be helpful to both business teachers and administrators in determining the need for courses.

The advisory committee used by the Edmonds School District was composed of business persons representative of executive and nonexecutive business personnel. This committee gave assistance to development of the business programs by providing vital information on the local needs for additional manpower in the business occupations. A similar approach could be utilized by other school districts in their curriculum development programs.

CURRICULUM BALANCE IN EDUCATION FOR BUSINESS

When selecting subject matter for the business curriculum, balance is another factor to consider. Educators cannot stress one subject area to the exclusion of another or emphasize one segment of the program to the impoverishment of another, but should maintain balance in the business curriculum by offering programs that meet the needs of students of various levels of ability and achievement. A theoretical model of curricular offerings to examine is the Tate, Bell, Eirich, and Schuck multipurpose business program which includes sequences of study for three instructional areas, incorporates continuous progress whereby the students set the pace, and is built on these assumptions:

1. Students enter their learning environment with a wide range of abilities.
2. Individual achievement patterns vary from student to student and from learning area to learning area.
3. All students should have minimum study in the area of business education.
4. In each subject matter area several groups of students can be identified whose needs are sufficiently distinct to require varying programs of studies: General education, vocational, pre-professional.
5. Each subject when properly taught will include: Independent and individual study, small group instruction, laboratory instruction, large group instruction.
6. Class size, and length of class meeting, should vary according to subject matter area, type of instruction, level of ability, and interest of students.[13]

The model provides students with sequences of study in three basic instructional areas. The first area is a one-year general education program designed for students wanting an introduction to business, competency in

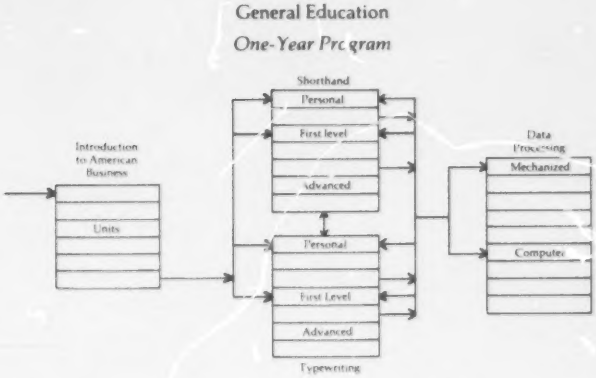
[13]Tate, Donald J. and others. "A Flexible, Multipurpose Curriculum for High School Business Education." *The Journal of Business Education*, January 1968, pp. 154.

typewriting or shorthand, and knowledge in the data processing field. The second is a three-year, preprofessional program designed for students wanting to prepare themselves for advanced business study. The final sequence is a three- or four-year vocational program designed for students wanting to enter the business world following high school graduation. In the illustration, notice the sequencing of the subject areas in the general education, preprofessional, and vocational programs. This is a good theoretical model to consider when updating or developing curriculums.[14]

The authors of the curriculum design stress these definite advantages if curriculum builders follow the model:

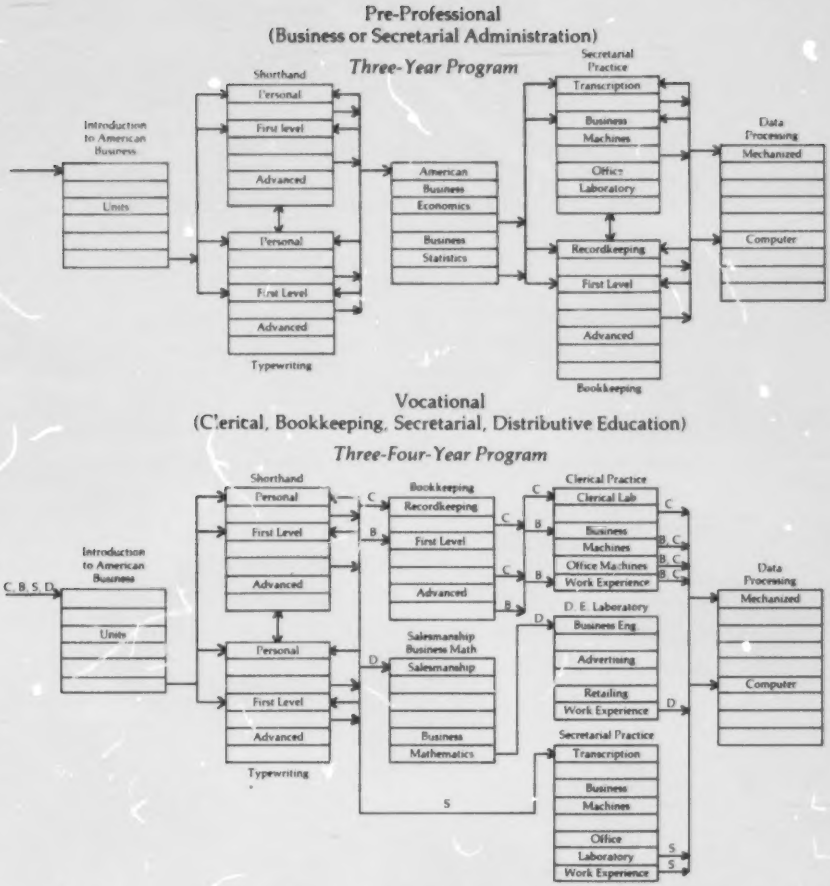
1. Students progress without regard to specific time segments.
2. The curriculum is flexible enough to permit individual advancement according to need, skill, and achievement.
3. Provision is made for more individualized instruction with no attention paid to the grade of the individual.
4. Courses are graduated according to the levels of difficulty.

This proposal is in no way meant to be final. Teaching on the block and project method could be adapted to the plan. The subject title only illustrates what could be done. The plan clearly reflects the traditional subject matter titles, but the flexible, continuous progress sequences for the student is the part that differs from tradition. This curriculum is truly student centered.[15]



[14] *Ibid.*, p. 155.

[15] *Ibid.*, p. 156.



*To follow the flow chart diagram: C, B, S, and D, are used to designate each vocational area.

School districts must accommodate many levels of student accomplishment and a variety of student interests by offering courses in all subject areas and at all levels of difficulty. The *1975-1976 Program of Studies*, prepared by the Scottsdale (Arizona) High School District lists a wide variety of offerings for students pursuing education for business: Accounting, Business Law, Business Machines, Business Principles, Business Computer Programming, Clerical Office Practice, Cooperative Office Education, Distributive Education, Diversified Occupations, Introduction to Business, Job Preparation, Marketing, Notehand, Office Machines, Management and Procedures, Personal Typing, Secretarial Office Practice, Shorthand I, Shorthand II, Touch Shorthand, Typing I, and Typing II.

There is no one specific business curriculum, only a broad offering of business subjects, selected by the students through the guidance of their counselors and/or business teachers. The following model from the program of studies shows the suggested sequence of business courses that students might pursue for their individual objectives.[16]

TYPE OF COURSE	FRESHMAN-SOPHOMORE	JUNIOR	SENIOR
Business Administration	Introduction to Business Typing I	Accounting Computer Programming Marketing	Business Law & Principles Office Machines
Secretarial	Introduction to Business Typing I	Accounting Shorthand I Typing II or C.O.P.	Office Machines Shorthand II C.O.E. (3 credits) S.O.P. (2 credits)
Clerical	Introduction to Business Typing I	Accounting C.O.P. (2 credits)	Typing II C.O.E. (3 credits)
Sales	Introduction to Business Typing I	Accounting Business Law/Princ. Computer Programming Marketing	D.E. (3 credits) Computer Programming
Personal Use Courses	Introduction to Business Personal Typing Typing I		Notehand Business Machines Job Preparation

An examination of the Scottsdale model shows that typewriting is included in all of the suggested business sequences. This district believes that typing ability is needed by everyone, and the one-year Typing I course is offered for both vocational and personal use, preparing students for typing problems in both personal and office situations. Typewriting is considered a valuable skill in the general education of all students, not merely a skill of vocational specialization. Other courses offered in the Scottsdale curriculum prepare students for entry-level employment, provide the background for advanced study, and prepare students to cope with the economic issues they will face as consumers. This school district is attempting to develop the interests and the intellectual potential of all students by making available courses that will be of greatest benefit to them.

CONTENT PLACEMENT OF EDUCATION FOR BUSINESS

Business educators must consider content placement of the various business courses and the grade levels at which students can master business learnings most effectively. Consider the Arizona Business Education Association Handbook which was prepared for the use of business educators in the secondary schools. These guidelines contain the objectives of Arizona's business education programs and were prepared by outstanding business

[16]Scottsdale High School District 212, Scottsdale, Arizona. *Program of Studies 1975-1976.* p. 1.

educators to assist in promoting superior education for business for all Arizona students. Of particular significance in the following list of purposes of the Arizona business programs is the thinking regarding typewriting.

> Business education is uniquely valuable to the personal, economic, and occupational well-being of the student. It benefits the college preparatory student. It benefits the potential employee who seeks employment upon graduation from high school. It benefits those students who drop out of school with limited backgrounds for business employment.
>
> Because secondary schools in Arizona vary in size, local interests, economic and cultural patterns, and student needs, a single business curriculum is impractical. Educational requirements vary in large and small high schools. Some communities rely almost entirely on mining or on ranching and farming activities. Some communities have heavy concentrations of banking, insurance, and industry. Others depend upon recreational activities or government installations, such as military bases and educational institutions. Significant differences also exist in school communities because of varying levels of income. Other communities enroll large numbers of students whose families are highly mobile.
>
> The suggested curriculums included in this section on curriculum are based on the concept that each school has as its goal the accomplishment of personal business and economic proficiency for all youth and occupational competency for initial employment for those who can attain it. Because business and economic information underlie all objectives for business education, general business courses are basic to all business education. All students should have the opportunity to study a general business-type subject.
>
> In this type of course, students should be given occupational guidance which includes not only information about job clusters but also programs which are available for preparing them to enter business employment.
>
> All should have the opportunity to learn typewriting. However, typewriting should be made available at the eleventh and twelfth grades for those who for some reason could not enroll in typewriting at the ninth or tenth grade levels.
>
> Business courses in the suggested programs are listed by the grade levels considered most desirable. The grade level in which courses are offered should provide as much flexibility as possible, but at the same time, provide fairly close age grouping. Certain courses, such as typewriting, should be offered early in the high school program as the skill is used as a school and business tool.
>
> Occupational sequences designed for students of varying competency levels should be offered as near to the time of business employment as possible, that is, just prior to graduation. However, students in the eighth, ninth, and tenth grades should know the business courses and programs available to them in succeeding years. Effective sequences for occupational office and distributive education programs are recommended for even the small high school.[17]

The selected curriculums from the *Suggested Program of Studies for a Large High School* in the Arizona handbook are listed in chart form and give grade placement of each course. The suggested courses and grade

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[17] Arizona Business Education Association. *Arizona Handbook for Business Education in the Secondary Schools*, Revised January 15, 1970, pp. 11-12.

placements are offered as a guide to other business educators, and each school district using the Arizona handbook should vary the program to meet its individual situation.[18]

STENOGRAPHIC CURRICULUM

Course	*Year*
General Business	9 or 10
Business Math (1 semester)	9 or 10
Typewriting I (1st year)	9 or 10
Typewriting II	10, 11 or 12
Bookkeeping	12
Business Law (1 semester)	11 or 12
Shorthand I (1st year)	10, 11 or 12
Shorthand II (2nd year) (Includes transcription)	11 or 12
Secretarial Block* (Multiple period)	11 or 12
Office Training and Machines	11 or 12
Business English	12
Consumer Economics (1 semester)	11 or 12
Business Organization and Management (1 semester)	11 or 12
Office Occupations Cooperative Training	12

*Secretarial Emphasis

CLERICAL CURRICULUM

Course	*Year*
General Business	9 or 10
Business Math	9 or 10
Typewriting I (1st year)	9 or 10
Typewriting II (2nd year)	11 or 12
Bookkeeping	11 or 12
Business English (1 semester)	12
Consumer Economics (1 semester)	11 or 12
Business Organization and Management (1 semester)	11 or 12
Business Law (1 semester)	12
Office Occupations Cooperative Training	12
Data Processing	12
Office Training and Machines	11 or 12
Clerical Block** (Multiple period)	11 or 12

**Machines emphasis

The Arizona handbook is an all-inclusive curriculum document containing recommendations for course descriptions, objectives, course placement, prerequisites, course content, learning activities, evaluation plans, physical equipment and facilities, learning aids, audiovisual materials, and supplementary teaching materials. The pronouncements of the Policies Commission and other outstanding leaders in business were considered when selecting the subject matter for the Arizona handbook. In determining

[18] *Ibid.*, pp. 13-14.

the sequence and grade placement of the programs, the Arizona educators considered the maturity and intellectual levels of senior high school students as well as the difficulty and structure of the course content. These educators based the handbook on the developmental stages of the students and on their need for the skills and abilities in terms of the new areas of learning the students would face. Thus, the Arizona guide made provision for students to acquire basic skills before requiring them to take advanced courses.

Thus far in this chapter, thought has been given to some of the major factors that should be considered in curriculum development at the senior high school level. These factors have been illustrated with business curriculums representative of those currently in use in selected states, school districts, and high schools.

SELECTED SUBJECT AREAS IN EDUCATION FOR BUSINESS

A study of other secondary programs reveals that many high schools are training business students for a variety of jobs and at the same time providing students with a broad business background for both personal use and advanced college preparation. All curriculums examined in the following pages will consider selected subject matter areas currently being offered and emphasized in selected high schools. An analysis of these curriculum materials will possibly provide bases for further curriculum development in other states.

The bulletin, *Business Education for the Seventies*, has been initiated and developed under the auspices of the Illinois Business Education Association. This publication provides an excellent guide for business educators who want to build a flexible, relevant curriculum for today's business students or to evaluate existing business programs for personal and vocational preparation. The focus of this bulletin is on suggestions, not prescriptions. Specifically, the Illinois business educators recommend that:

> The proposals for each program and the suggestions included in the subject outlines should be viewed as guidelines rather than rigid patterns to be followed by all schools. Business education in the secondary school should be designed to meet the needs of those students who are preparing to seek employment in business upon graduation, those students who expect to pursue vocational business training in postsecondary institutions, and all secondary students regardless of vocational or professional goals, who must function on a day-to-day basis in a complex economic society. Because of the necessity for preparing students with differing goals in life to cope efficiently with everyday business situations, the aims for both programs and subjects have been generally stated in the form of student centered behavioral objectives.
>
> The extent to which the suggested programs and subjects should be incorporated into the curricular offerings of a secondary school will depend upon such factors as the objectives of the total school program, the student enrollment, the employment opportunities for graduates, the postsecondary education plans of students, the social and economic characteristics of the community served, the educational preparation and experience of faculty, and the instructional facilities available. Through the use of these guidelines, school administrators, curriculum supervisors, guidance counselors, and beginning and experienced business

teachers should be better prepared (a) to understand the place and purpose of business education in the secondary school, (b) to evaluate existing programs and subjects in business education, (c) to assure that adequate business education opportunities are afforded all students, and (d) to improve classroom instruction in all subjects ordinarily offered by business education departments.[19]

Course content that the Illinois curriculum builders consider important in educating their youth about business in the seventies includes:[20]

BASIC BUSINESS AND ECONOMIC EDUCATION
- Business I
- Business II
- Consumer Education
- Business Law
- Economics

PERSONAL-USE SKILLS
- Personal Typewriting
- Notetaking

STENOGRAPHIC CAREER OBJECTIVE
- Typewriting First Year
- Typewriting Second Year
- Shorthand First Year
- Shorthand Second Year
- Stenographic Office Practice
- Machine Shorthand

ACCOUNTING CAREER OBJECTIVE
- Business Mathematics
- Accounting First Year
- Integration of Accounting Principles and Automated Data Processing Procedures in Accounting First Year
- Accounting Second Year

DATA PROCESSING CAREER OBJECTIVE
- Introduction to Data Processing
- Data Processing Applications
- Introduction to Computer Programming
- Unit Record Equipment

CLERICAL CAREER OBJECTIVE
- Clerical Office Procedures
- Office Machines
- Business Communications

DISTRIBUTIVE OCCUPATIONS CAREER OBJECTIVE
- Marketing and Distributive Education

COOPERATIVE VOCATIONAL OFFICE EDUCATION AND DISTRIBUTIVE EDUCATION PROGRAMS

For each of the courses listed in the Illinois bulletin, there is a course description, behavioral objectives, grade placement and course content

[19]Office of the Superintendent of Public Instruction, Vocational and Technical Education Division, Springfield, Illinois, 1972. *Business Education for the Seventies*. pp. 60-61.

[20]*Ibid.*, pp. 3-4.

suggestions, methods and techniques of teaching, suggested student activities and instructional aids, and evaluation procedures. This bulletin contains excellent guidelines for business educators desiring to educate youth about business.

Of particular significance is the emphasis placed on the role of basic business. The Illinois authorities on basic business perceive the role of basic business subjects as:

> Basic business is the contribution of business education to general education, and is the name given to the non-career learnings of business education. This area has as its content concepts that are needed by almost everyone who lives in our business world whether he is a producer, consumer, or voter—he may be all three.
>
> The name "basic business" was chosen in 1956, in New York City, by twelve educators especially concerned about basic business. Perhaps it is not the best name, but it has remained over the years. It is used for classifying business education articles in the *Business Education Index*. The *Business Education Forum* devotes one issue each year and an article every month to this topic. Other media, too, use the term, basic business.
>
> The emphasis in basic business as to concepts changes from time to time. After Sputnik, experts in basic business education believed that it should have considerable economic emphasis because the USSR had stated that it would bury us economically. During war escalation years, the emphasis changed to business concepts of production, trade markets, and other phases of economics. In recent years stress has been placed on consumer education in this "age of consumerism." For the past fifty years the pattern has been the same, changing each decade.
>
> Basic business education is for everyone; it is needed by all to help solve their problems.
>
> A consumer may have problems of credit. Has the passage of the Consumer Credit Protection Act solved his worries of high rates of interest? Does the Food and Drug Administration make all foods and drugs safe for consumption?
>
> As a producer, he may be concerned about labor problems. What are his resources when employees are dissatisfied? Will the rise and/or fall of the economy bring about his bankruptcy?
>
> As a citizen, he must make wise decisions based on economic theory. He sees himself, family, and others affected by inflation, unemployment, taxes of all kinds, government expenditures.

Behavioral Objectives for Basic Business Education

A student completing the basic business offerings should be able to clarify his personal value system; create sound decision-making tools compatible with his value structure; identify and discriminate among alternatives available to him in the marketplace; appreciate his responsibilities and rights as a consuming member of our society; and conscientiously fulfill his role as a productive participant in a basically free economic system.

Courses, Placement, Grades

Many areas of education cannot be a one-shot course. English, social studies, and other areas are taught from kindergarten through the twelfth grade. Basic

business is similar in several ways to social studies and both need to be a continual growth process. New concepts, repetition of old ones, and deeper understandings are developed year after year. Basic business learning must be continuous.

Two or three years of the secondary school should be devoted to basic business: one year in the ninth and/or tenth grade, while at least another year in the eleventh and/or twelfth grade. A two-course sequence is desirable. Basic business courses have many names.

Ninth and tenth grade course names: general business, introduction to business, business fundamentals, business survey, business and society, consumer problems.

Eleventh and twelfth grade course names: business principles, business management, American business, advanced basic business, consumer problems, consumer economics, economics, business economics, personal economics, business law, consumer law.

Although standardization of names would simplify and clarify basic business courses, the area of basic business education is not standardized in concepts and, therefore, need not be so in name. In each school and in each community, the courses should be meaningful and planned for the needs and interests of the students and the business community.

It is recommended that the two-course sequence be called Business I and Business II. Because of the mandate in *The School Code of Illinois*, another course called Consumer Education should be added which may be offered in cooperation with other departments.

Units of basic business education can be inserted in subjects other than those strictly called basic business. These may be from two to four weeks in length. Some examples are: (1) a consumer credit unit in a marketing course, (2) a profit motive unit in accounting, (3) a money management unit in office practice or at FBLA meetings, (4) a consumer frauds unit in business communications (complaints in oral and written expression), (5) an educational costs unit in a guidance session.[21]

The Illinois bulletin is unique in that the educators have attempted to achieve a balance in the high school business curriculum between consumer education and vocational education. Courses included are suited to all students who want to achieve a degree of economic literacy, while at the same time, a wide variety of courses provide the college preparatory or terminal business student with marketable skills. Educators who use this curriculum guide as a model will undoubtedly improve their overall business programs.

Office education is another area of major concentration in business education. It is important to keep students up to date in this area because large numbers of students will be directly involved in the office occupations. Also, the changing nature and functions of office work emphasize the need for continuing education for students training in this field. Since the office function in business is expanding, school districts need to emphasize office skills courses. Suggested program outlines in the senior high course offerings of Birmingham, Michigan, rank the Secretarial and Office Program with the

[21] *Ibid.*, pp. 61-63.

College Preparatory Program and the General Curriculum Program. The suggested sequence of courses for the Secretarial and Office Program are:[22]

Required:	Units of Credit:
English	4
World History	1
U.S. History	1
American Government	½
Physical Education	1
Speech	½
Mathematics	1
Science	1
Office Practice and Work Experience (Sr. Year)	2
Electives Recommended:	
Typing	2
Shorthand	2
Bookkeeping	1
Basic Business	½
Business Mathematics	1
Record Keeping	½
Business Law	½

An analysis of the content of the required and suggested course offerings of the Secretarial and Office Program shows that students have the opportunity to receive comprehensive vocational training:[23]

7114 OFFICE PRACTICE (Elective) 1 Unit of Credit

The students review and extend their knowledge of procedures, machines, and office skills and work on problems related to their training stations and the work-a-day world. This course is a related course open to co-op students only.

Prerequisites: Previous approval by instructor. One year of typing is recommended.

Grades Taught: 12

7124 COOPERATIVE WORK EXPERIENCE,
7324 DISTRIBUTIVE EDUCATION OR OFFICE OCCUPATIONS
(Elective) 1 Unit of Credit Each

Students gain work experience usually from 1:00 to 5:00 p.m. each school day. These experiences take place in the business community and throughout the school system. Students are "earning while learning." Students electing this course must also elect either Marketing and Merchandising II if they are in the Distributive Education program or Office Practice if they are in the Office program.

Prerequisites: Previous approval by coordinator. D.E. students—recommended that they take Marketing and Merchandising I in 11th grade and some other business training. For office students, one year of typing is recommended.

Grades Taught: 12

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[22] Birmingham Public Schools, Birmingham, Michigan. *Secondary Course Offerings, Grades 9-12*, 1970, p. 6.

[23] *Ibid.*, pp. 11-15.

7012 TYPING 1 (Elective) ½ Unit of Credit

This is an introductory typing course designed to acquaint students with the typewriter and proper typing techniques. Students learn the touch system of typewriting, business letter setup, typing of some forms, typing mechanics of term papers and composition at the keyboard.

Prerequisites: None

Grades Taught: 9, 10, 11, 12

7022 TYPING 2 (Elective) ½ Unit of Credit

The second course in typing continues the development of basic operating techniques, increases speed, and develops further skill in typing business letters, forms, tabulations and manuscripts.

Prerequisites: Typing 1

Grades Taught: 10, 11, 12

7042-7052 TYPING 3 and 4 (Elective) ½ Unit of Credit Each

A vocational course which consists of building speed, solving and typing of business problems, sharpening typing techniques previously learned, working with office machines, and developing a knowledge of filing fundamentals. The main objective is to achieve vocational competency in typing.

Prerequisites: Typing 2

Grades Taught: 11, 12

7064 SHORTHAND I (Elective) 1 Unit of Credit

The first year of shorthand is devoted to learning the theory and developing the ability to read and write the shorthand symbols. Some transcription on the typewriter is included. A sound English background is essential for success in Shorthand.

Prerequisites: A year of typing; may be taken concurrently.

Grades Taught: Recommended for 11th grade, also taught in 12.

7074 SHORTHAND II (Elective) 1 Unit of Credit

The second year deals with building speed in dictation, increased efficiency in transcription, and increased efficiency in office procedures.

Prerequisites: Shorthand I—Recommended that serious consideration be given to dropping Shorthand if the student earned less than a "C" in Shorthand I.

Grades Taught: 12

7254 BOOKKEEPING (Elective) 1 Unit of Credit

Accounting consists of principles and procedures concerned with recording, classifying, summarizing, and interpreting financial data for a business enterprise. It contributes to general education and to vocational preparation. Experiences are provided to determine the students interest and aptitude in bookkeeping and accounting as an occupation, to develop the ability to prepare financial records, to interpret the information, and to apply it to the conduct of

business activities. Emphasis is placed on accounting theory and automated data processing.

Prerequisite: None

Grades Taught: 11-12

7202 BASIC BUSINESS (Elective) ½ Unit of Credit

This is a one-semester course that builds economic understanding and basic business background. It includes units on marketing, consumer education, the stock market, banking, and advertising. A basic course in understanding our work-a-day world.

Prerequisites: None

Grades Taught: Recommended for 10th, also taught in 11 and 12

7244 (Full Year) 1 Unit of Credit

7122-7222-7232 BUSINESS MATH 1 and 2 (Elective) ½ Unit of Credit Each

A course that reviews, expands, and applies the principles of arithmetic to business problems. It gives the student a working knowledge of mathematics and a background that will be used in future business studies and when the student enters the work-a-day world.

Prerequisites: None

Grades Taught: Recommended for 10th grade, also taught in 11 and 12.

7402 RECORDKEEPING (Elective) ½ Unit of Credit

The emphasis in this course is on recordkeeping activities of consumers and businessmen. It includes budgeting and recordkeeping for clubs, family, and small businesses. This course should help predict success and interest in bookkeeping. No credit will be given for this course if elected following completion of Bookkeeping.

Prerequisites: None

Grades Taught: Recommended for 10th grade, also taught in 11 and 12.

7282 BUSINESS LAW (Elective) ½ Unit of Credit

Primarily concerned with the legal rights and obligations of the individual as a party to contracts. It includes a study of sales, agency employer-employee relations, ownership and transfer of real estate, insurance, and negotiable instruments such as checks and promissory notes.

Prerequisites: None

Grades Taught: 11-12

The office education curriculum at Birmingham, Michigan, is representative of curriculums that have been reviewed in business education literature recently. This program will prepare office education majors for a variety of office positions and at the same time provide them with a broad business background so that they will be able to adapt to changing business demands. Most educators recognize the desirability of providing suggested sequences of courses to be included in the office education programs, and curriculum developers are including similar suggestions in their materials.

Realizing that business education has as one of its primary objectives the preparation of students for entrance in business careers, Baltimore County, Maryland, business educators recently completed extensive curriculum development in the typewriting and office practice areas. Their comprehensive typewriting and office practice curriculum offers opportunities for in-depth learning experiences through a variety of courses offered to students in the senior high schools. These selected course offerings are representative of the courses offered in all of their comprehensive high schools:[24]

TYPEWRITING I (TYP I)

Course 5100 — 5 periods/week — 1 credit

This course endeavors to develop touch typewriting skill. Desired outcomes include the ability to type accurately at a minimum of 35 words per minute; to arrange letters, manuscripts, tabulations, and statistical reports in good form; to proofread accurately; to compose messages at the typewriter; and to organize an efficient work station.

Prerequisites and other notes: Offered only in the four-year high schools. Grade 10 elective. Required for business education majors. See NOTE following Introduction to Business, Course 5010.

TYPEWRITING II—CLERICAL (TYP II/C)

Course 5111 — 5 periods/week — 1 credit

The goal in this course is to develop the typing skill to meet job entrance requirements. Emphasis is given to the production typewriting of correspondence, business forms, manuscripts, and statistical reports. Correlated exercises in English mechanics, spelling, and proofreading are stressed. Students are expected to attain an accurate typing rate of at least 40 words per minute.

Prerequisites and other notes: Grade 11 or 12 standing. A grade of "C" or better in PUT, TYP I, or AST. Required for business education majors who do not take Shorthand.

TYPEWRITING AND OFFICE PRACTICE—CLERICAL-5 (TOP/C5)

Course 5171 — 5 periods/week — 1 credit

This course gives the prospective employee an overall picture of office systems and procedures and orients him to varied office situations through actual and simulated work experiences. Specific training in typing, indexing and filing, telephone usage, clerical practice, and the operation of office machines (calculators, adding machines, duplicating machines, and transcribing machines) is included. The course stresses development of good work habits and desirable "on-the-job" behavior.

Prerequisites and other notes: A grade of "C" or better in Typewriting II. Required for Grade 12 business education students who do not take shorthand.

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[24] Board of Education of Baltimore County, Towson, Maryland. *Program of Study and Registration Guide for the Comprehensive Senior High Schools of Baltimore County, School Year 1976-1977.* pp. 11-13.

TYPEWRITING AND OFFICE PRACTICE—CLERICAL-10 (TOP/C10)

Course 5170 | 10 periods/week | 2 credits

This course is an alternate offering to Typewriting and Office Practice-Clerical. The content is similar but more time is available to strengthen the typing skill, to develop competency in the use of transcribing and duplicating machines, and to orient students to the office environment.

Prerequisites and other notes: Grade 12 standing. Completion of Typewriting I and II. Especially recommended for students with average or below average typewriting skill (C or D in Typewriting II).

Since different teachers are responsible for each level of typewriting and office practice instruction offered in the above courses, a comprehensive *Curriculum Guide for Typewriting and Office Practice* was prepared by Maryland business educators for use as a basic guide in the classroom where these subjects are taught. The consensus of these educators is that:

> The most important single skill a business graduate can possess is typewriting proficiency; however, his typewriting skill must also be combined with skill in such fundamentals as arithmetic, English mechanics, penmanship, and spelling before he can be considered as vocationally competent.
>
> Proficiency in skill alone does not guarantee an outstanding employee; he must also possess good attitudes, have a good attendance record, display pride in his work, and have respect for the job.
>
> The computer has not replaced office workers as earlier prophesied but rather it has created a vast volume of paper work and increased the demand for clerical workers.
>
> The teacher is the most important factor in the instructional program.
>
> Typewriting instruction should not be limited to the classroom. The course should provide for daily preparation of outside assignments covering background material; human relations; attitudes; the related skills of arithmetic, English mechanics, penmanship and spelling; and composition. The greater portion of actual typewriting classroom time should be spent in teacher-directed drill and practice.
>
> Instruction is more meaningful when simulated projects, realistic application exercises, or actual experiences are provided for students.
>
> The curriculum guide should provide the teacher with suggestions, ideas, and direction rather than be prescriptive.[25]

A study of the table of contents reveals that this typewriting and office practice approach includes all aspects of curriculum development: objectives, learning experiences and teaching strategies, content (in the form of an outline with teaching suggestions and activities), teaching aids, and methods of evaluation.[26]

> PART ONE: BEGINNING TYPEWRITING
> Introduction
> Objectives

[25] Board of Education of Baltimore County, Towson, Maryland. *Typewriting and Office Practice Curriculum Guide*, 1974. p. 3.

[26] *Ibid.*, unnumbered.

Scope of the Course
Teaching Suggestions and Activities
Teaching Materials and Aids

PART TWO: ADVANCED TYPEWRITING
Introduction
Objectives
Scope of the Course
Teaching Suggestions and Activities
Suggested Time Schedule
Enrichment Materials
Teaching Materials and Aids

PART THREE: TYPEWRITING AND OFFICE PRACTICE
Introduction
Objectives
Scope of the Course
Enrichment Materials
Suggestions for Organizing the Office Practice Course (Rotation Plan)
Unit I: Typewriting
Unit II: Office Machines

PART FOUR: EVALUATION AND STANDARDS FOR TYPEWRITING
Objectives of Evaluation
Methods of Evaluation
Criteria for Evaluation
Suggested Plans for Determining Final Grades

PART FIVE: ENRICHMENT MATERIALS
Unit I: Human Relations
Unit II: Office Systems
Unit III: Career Preparation
Unit IV: Personal Finance
Unit V: Mail and Shipping Services
Special Typewriter
Receptionist
Unit VI: Clerical Procedures

Particularly noteworthy are the enrichment materials included in part five. A variety of desirable units, forms, charts, teaching materials, and aids that can be correlated with classroom activities are suggested rather than prescribed, and business educators may select from those considered best suited to a particular situation. The Maryland guide is not intended to limit business teachers to the content presented; however, teachers can be reasonably sure that students will have reached certain skill development levels by studying the content suggested in this curriculum plan.

The concern of Arkansas educators is clearly evident in these statements of general objectives for business education in the senior high schools: to provide prevocational, vocational, advanced career preparation, and general education experiences for business education students. These objectives are achieved by offering accounting, communications, law, mathematics, principles, cooperative education, data processing, economics, exploratory business, general business, intensive laboratory, junior executive training,

office machines, office procedures, recordkeeping, shorthand, and typewriting.

In the Arkansas curriculum approach, a balanced business curriculum is offered to meet the needs of all students. An outstanding vocational program available for Arkansas high school students is Junior Executive Training (JET), designed for the above-average business student who is interested in such areas as administration, management, and supervision. The focus of JET is on the managerial functions of planning, organizing, staffing, directing, and controlling. A study of selected parts of this Arkansas program reveals the extent of curriculum planning necessary to provide such a course:[27]

Junior Executive Training (JET)

Course Description

The future holds an ever-increasing challenge for supervisors capable of managing more complex problems, whether they be of an economic, technical, professional, personnel, or educational nature. This means there will be an increasing demand for capable, knowledgeable, and broadly trained managers and supervisors—people who can manage departments, divisions, or sections competently, effectively, and efficiently.

Business representatives and studies indicate a need for a course to train high school students and to assist them in assuming leadership roles, responsibilities and to advance in their chosen office occupations. The U.S. Department of Labor (Occupational Outlook Handbook) predicts an increasing demand in this decade for high school graduates to fill supervisory positions in business offices, and there is no indication that this demand will lessen in the future.

Along with these needs comes the acknowledged need to provide more enticing and appropriate business courses and training for young men and the increasing opportunities for young women to enter into supervisory and administrative positions. Recognizing these needs and trying to keep the business programs in Arkansas up to date and relevant, a new "program" (see definition on page 14)—JET (Junior Executive Training)—has been piloted, found highly effective and is now available at the secondary level. Such a "program" would be designed to provide the training and techniques of supervision and leadership needed by persons working in the executive areas of business. It may be organized on either a one- to two-period basis for junior and/or senior students of above-average capabilities with supervisory or administrative potential and should be recommended for such students in business education, in other vocational programs, and for college-bound students interested in supervisory and administrative management occupations as a possible career.

Objectives

The vocationally reimbursed JET "Program" is designed to demonstrate that proficiency in management will equip a person to contribute more effectively to the overall goals of any organization. It focuses upon the managerial process, examining the functions of planning, organizing, staffing, directing, and controlling as related to the activities and responsibilities of the supervisor or administrator. Good human relations are vital to the success of any organiza-

[27] Arkansas Department of Education, Divisions of Instruction and Vocational, Technical and Adult Education, Business Education Service Area, Little Rock, Arkansas. *Arkansas' Guide for Business Education*, 1975. pp. 39-40.

tion and are essential qualities for supervisory personnel; therefore, the JET "program" should stress such factors as these and others which are essential to effective administration.

By helping students gain a better insight into the techniques of effective administration, solving personnel problems, and building better human relations, they will be able to work more cooperatively and appreciatively with supervisory and management personnel, thus enhancing potential for job promotion and advancement to supervisory positions. College-bound students will be given orientation into areas for advanced study as well as background and introduction into business administration. High school graduates who are placed in supervisory positions immediately upon or soon after entering the world of work will be provided with the background and training needed to succeed.

Prerequisites

A prerequisite for JET should be one year in a business education course, preferably typewriting. In addition accounting or a general business course would certainly give the student a more adequate background for this program.

Suggested Length of Course

The program is a full school year in duration. Some schools utilize a two-hour block of time in which they put emphasis on accounting for one hour and the other hour is used for executive training. However, the two-hour blocks of time is not a requirement.

Minimum Equipment Requirements for JET Programs

A tentative minimum equipment requirement has been established for a JET program because of the known need to prepare junior executives in the skills of working with electronic calculators, being familiar with programmable equipment, and the art of dictating. Specific objectives established for the local program might dictate the need for other equipment. Schools should plan the equipment and purchases around the needs of the program and students rather than merely to meet minimum requirements. An "Inventory and Planning Guide" has been included with this unit in an attempt to aid in these endeavors.

Electric Typewriters (available for student use)
Calculators—one for every four students
Programmable Calculator—one
Dictating Units (With a minimum of 4 input microphones)
Full Length Mirror—one
Leadership Development Cassettes—one set (such as Earl Nightingale Series)
Cassette Players—as needed
Business Telephone Trainer or Other Telephone Equipment

Course sequences in the academic, general business, clerical, bookkeeping, and stenographic areas have been recommended by Ft. Worth, Texas, curriculum planners for their small, medium, and large business education departments. An intensive business sequence has been suggested for students attending the city-wide technical high school which includes this additional sequence for business students interested in data processing:[28]

[28] Ft. Worth, Texas Public Schools. *Business and Office Occupations Handbook, Curriculum Bulletin 506*, 1960. p. 16.

DATA PROCESSING

Junior Year

Fall

Subject	Periods	Credit
English 5	1	½
American History 1	1	½
Biology 1	1	½
Data Processing 1	2	½
Electives (Mathematics, Business, Science, or Typewriting 3)	1	½
Physical Education, ROTC, Band, Orchestra or Chorus	1	½

Spring

English 6	1	½
American History 2	1	½
Biology 2	1	½
Data Processing 2	2	½
Electives (Mathematics, Business, Science, or Typewriting 4)	1	½
Physical Education, ROTC, Band, Orchestra or Chorus	1	½

Senior Year

Fall

English 7	1	½
Algebra 3 or Geometry 1	1	½
Government	1	½
Data Processing 3	2	½
Electives (Mathematics, Business, or Science)	1	½
Physical Education, ROTC, Band, Orchestra or Chorus	1	½

Spring

English 8 or Business Communications	1	½
Algebra 4 or Geometry 2	1	½
Data Processing 4	2	½
Electives (Mathematics, Business, or Science)	1	½
Physical Education, ROTC, Band, Orchestra or Chorus	1	½

Analyze the four-semester scope of the data processing curriculum for students following the Data Processing Program and note the actual equipment used in this program:

> *Data Processing*—This is a four-semester course, requiring two hours per day in the classroom and laboratory. The course is designed to give the students a broad understanding of data processing and to develop specific skills in machine operation, control panel wiring, and computer programming. Machines used include the 026 and 029 Key Punch, 056 Verifier, 082 Sorter, 077 Collator, 514 Reproducer, 548 Interpreter, 402 Accounting Machine, 602 Calculator, and the System 360, Model 20 computer with card, tape, and disc input-output. Students also plan and execute complete projects (payroll, inventory, etc.) which integrate the use of all machines and which stimulate individual analysis and problem solving. Advanced students study basic computer programming, programming languages, and writing programs for the IBM 360, Model 20.[29]

[29] *Ibid.*, p. 7.

Recognizing the need for nearly all office employees to be familiar with the basics of data processing, the Ft. Worth educators also offer introductory and advanced vocational office education courses in data processing in the regular senior high schools. The objectives and course content of these courses are as follows:

> INTRODUCTION TO DATA PROCESSING 1—This one-quarter, survey course is designed to provide the student with the basic background information needed by everyone who enters office occupations even though they may not be directly involved in data processing occupations. It is also of value to every student, since each will be handling his own business affairs and living in a computer and technologically-oriented society. Major emphasis is placed on a general coverage of the field and not on skill development. The course may be taught without special equipment, except that each school should have one keypunch machine to be used for familiarization purposes. In addition to foundation units on simple problem definitions, problem-solving techniques, and programming techniques, units on the history of data processing and on the development of computers are included. This course is introductory in nature and in no way replaces Vocational Data Processing.
>
> INTRODUCTION TO BUSINESS PROGRAMMING 1—This is a one-quarter, survey course for high school students who, after additional training beyond high school, may be interested in careers as computer operators, computer programmers, systems analysts, or service engineers. One purpose of the course is to provide interested students the opportunity to use electronic computing equipment, a knowledge of the BASIC language, and an introduction to other languages in the logical solution of business problems. A time-sharing system is used to teach the elements of computers, flow-charting of problems, programming and coding of problems, input and output of programs through punch tape equipment, and complete documentation of a business problem. This course is an introduction only and in no way replaces Vocational Data Processing.
>
> VOCATIONAL OFFICE EDUCATION (DATA PROCESSING) 1-6—This is a six-quarter course, requiring two periods per day in the classroom and laboratory. The course is designed to give the students a broad understanding of data processing and to develop specific skills in machine operation, control panel wiring, and computer programming. Machines used include the 026 and 029 Key Punch, 056 Verifier, 082 Sorter, 077 Collator, 514 Reproducer, 548 Interpreter, 402 Accounting Machine, the 3742 Data Entry Device, and the System 360, Model 20 Computer with card, tape, and disc input-output. Students also plan and execute complete projects (payroll and inventory) which integrate the use of all machines and which simulate individual analysis and problem solving. Advanced students study basic computer programming, and the science of programming languages. In addition, students write programs for the IBM 360, Model 20 Computer.[30]

The Ft. Worth educators perceive the value of data processing instruction and support this subject area in the curriculum. The students have opportunities to schedule introductory and advanced vocational courses receiving hands-on experience. A survey of other curriculum guides reveals

[30] Ft. Worth, Texas Public Schools. *Graduation Standards and Catalog of Courses and Materials, Grades 6-12, Bulletin 100*, 1975-76. pp. 43 and 109.

that a steadily growing number of senior high schools are including data processing instruction, and students are receiving exposure to data processing concepts as well as actual equipment training in the classroom or through cooperative work experience placements.

CONCLUSION

Many improvements are taking place in the development of curriculum for educating students about business. The Policies Commission has assumed responsibility for formulating a comprehensive set of business education aims, and business educators, in turn, are formulating precise objectives for the guidance of instruction and evaluation in business education. State departments, school districts, and local schools are beginning to build curriculum plans that emphasize fundamental concepts, skills, and values, leaving the business educators relatively free to select the specific activities appropriate to the development of individual students.

An analysis of current curriculum materials reveals that business educators in many areas are undertaking extensive curriculum development. Other business educators must attempt similar curriculum planning if students are to be educated for the world they will face tomorrow.

CHAPTER 8

Coordinating the Secondary School and The Two-Year Postsecondary School Business Programs

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The two-year postsecondary school finds itself in a somewhat unique position. Some people consider it the capstone of a public educational system, i.e., the thirteenth and fourteenth years. Others consider its role to be that of serving as a foundation of higher education, i.e., the first two years of college. A third group perceives this institution as an entity unto itself. Regardless of the position held, the number of two-year postsecondary schools in existence today, as well as the ever-increasing number of students attending these schools, demand that serious attention be given to their role in the total educational system. The objectives of this chapter are twofold: (1) to examine the problems surrounding coordination between two-year postsecondary school business departments and secondary schools, and (2) to make recommendations for improving articulation between community college and secondary school business departments.

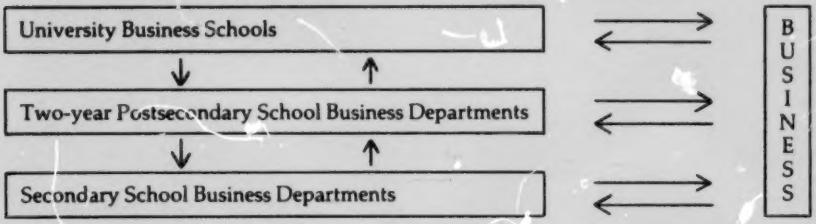
THE ARTICULATION ISSUE

The two-year postsecondary school business department is faced with the need to articulate or coordinate with three distinct groups: secondary schools, four-year colleges and universities, and business establishments. (See Figure I.) Very little coordination takes place between secondary school business departments and university business schools. The exception to this statement is in the area of business teacher education. University schools of business are primarily interested in attracting the academically oriented high school student. Minimal effort is given by them to recruiting high school business majors. Also, since the objectives of most high school business programs are oriented to preparing students for entry-level office positions, high school business teachers generally are not that interested in communicating with university business school professors.

Students entering two-year postsecondary school business departments have mixed goals. Some wish to transfer to four-year colleges and universities; others wish to terminate and enter the job market upon graduation from the two-year institutions. The prevalent open-door policy at the community

college requires institutions to filter out the ill-prepared students. In many cases an open-door policy becomes a revolving door policy. Because of the dual objective of preparing students either for transfer or work, adequate student attainment is required in all courses.

FIGURE I. Articulation Between Various Educational Levels and Business



Community college students must achieve academically. Therefore, articulation between community college business departments and secondary school business departments must center around the college-bound business student. The entire secondary school business curriculum must be reexamined and reevaluated if career-oriented departments are now to take on the responsibility of acting as a feeder for the two-year postsecondary school. Business educators must face reality—they must, however reluctantly, limit the number of business courses they permit the college-bound student to take. This is not to imply that they should decrease their offerings. The noncollege-oriented student must still be served and not neglected. However, the student who pursues a typical secondary school business program may not have adequate preparation for the community college. Concerns are also evident among junior college business educators regarding the math preparation of high school students and the level of skills acquired in typing and shorthand.

COORDINATION PROBLEMS BETWEEN COMMUNITY COLLEGES AND SECONDARY SCHOOLS

A problem frequently encountered by high school business students who continue to a community college centers around typing and shorthand skills. Many junior colleges offer exemption tests in these subjects, and students who perform satisfactorily generally are not required to repeat the basic introductory courses. Some schools may even allow students to waive the intermediate level courses. Waiving a course, however, does not mean receiving credit. Students are expected to take other courses in lieu of those from which they were exempted.

Students who have taken business courses other than typing and shorthand in high school are generally not allowed to waive such courses in the junior college. Examples include courses in accounting, data processing, business mathematics, business principles, salesmanship, business English, secretarial office practice, and business machines. These courses are usually repeated regardless of the student's knowledge of the subject. It is

recommended that challenge tests be given and if a passing score is achieved, the student could be exempted and begin studying an advanced course. The College-Level Entrance Program (CLEP) is a national endeavor with hundreds of colleges participating in the program. Sample tests and norming data are available, and local testing centers provide opportunities for several testings a semester. These tests measure acquired knowledge against standardized college requirements for special subject matter areas. College credit and advance standing are granted for successful attainment. An argument used by some in the junior college against such a policy is related to transfer. They argue that if students transfer to a four-year college or university business program, and the transcript shows a waiver for a subject such as Accounting I, the senior institution may require the course be taken again. They also argue that the transferring institution may not grant credit for subsequent accounting courses. These arguments break down if the senior institution also subscribes to CLEP, because then students can receive college credit for basic accounting as well as other business subjects. High school business teachers should encourage their college-bound students to take CLEP tests in those subjects studied in high school. The business teacher who believes that certain high school courses are equal to college courses can certainly validate this claim. In addition to CLEP tests, each community college can certainly design its own challenge tests in unique areas not covered by CLEP, such as business machines and data processing. The granting of credit or advanced standing is still utilized using the waiver tests.

The four-year college/university business program is requiring its majors to study courses in calculus and statistics. These courses are usually offered in the freshman and sophomore years. High school graduates are generally expected to have a math background of at least two years of high school algebra. The junior college, because of its open-door philosophy, accepts into their business programs students without two years of algebra. Many students do not even have an algebraic background consisting of one year. Students entering the two-year college with terminal objectives have no problem in this regard. These students are registered into the business arithmetic course. However, those students who wish to transfer from the junior college to a senior college do have problems if they have not had two years of high school algebra. Usually they will be required to enroll in a developmental math course prior to enrolling in college algebra. It is critical for high school teachers to recognize that quantitative methods have become an important aspect of business studies. High school students must be prepared to engage in a year of college-level mathematics, and business mathematics does not provide an adequate foundation for such advanced study. High school business educators and guidance counselors should encourage their students to take one or preferably two years of algebra in high school. This background will be of value to students whether or not they decide to transfer.

Lack of information and/or prejudice by high school guidance counselors concerning transfer to community college business programs is

another prevailing articulation or coordination problem. Many guidance counselors do not view the high school business student as capable of transfer. This is a mistake. A considerable number of high school business students are transferring to community colleges as either full- or part-time students. Special orientation programs should be provided for these students. Also, community college business department chairpersons are advised to communicate with high school counselors about specific program requirements such as high school algebra.

Another recommendation designed to help students who wish to enroll in a community college business program is for high schools to develop college-oriented business transfer curriculums. These curriculums could include both occupational and academic courses. Such an approach may require rethinking on the part of the typical high school business educator and the guidance counselor who have viewed the main objective of high school business education to be job-oriented only. The following courses are recommended for inclusion in a secondary school business transfer program:

One or two years of algebra (preferably two years with an additional year of geometry and trigonometry)

Business communications (written and oral)

Basic economic theory (junior or senior level)

Accounting principles (junior or senior level)

Typewriting (one year)

Business principles and concepts (senior level)

Business electives: consumer economics, shorthand, data processing

General electives: lab science, foreign language, humanities.

High school graduates who have taken many of these courses should find themselves prepared to handle a community college business program. The high school graduate who completes this program and decides not to transfer will also be prepared for an entry-level position in industry.

Initially, the impact of the two-year postsecondary school has resulted in upgrading entry-level job skills from the secondary school plateau. Teaching business subjects to the more mature students results in higher levels of attainment in areas that have been upgraded from the secondary schools. A natural consequence has been that employers prefer to engage the more mature and knowledgeable community college students. High school students are at a competitive disadvantage in the job market.

In addition, two-year community colleges provide a multiplicity of offerings that are unavailable in the high school. Aside from general business, typing, shorthand, and accounting courses, these schools have entire programs in such specialties as banking, real estate, insurance, marketing, management, and public administration.

COORDINATION PLANNING

Coordination planning procedures involve identifying problems, developing needed studies, proposing solutions, and reaching agreements

for ratifying and implementing recommendations. These procedures can be accomplished through the use of joint committees, conferences, publications, interinstitutional visits, tours, etc. The risks of planning for articulation can be minimized if a systematic approach is used. Such an approach has been developed and is presented in the form of a model, Figure II.[1]

This model came out of a project to develop a decisions system funded by the New York State Education Department through the Cornell Institute for Occupational Education. Administrators and educators from several community colleges helped develop this model. The premise followed was that program development must overcome the haphazardness of the traditional decision process and the abstractness of the new system. A planning system should be designed that is based upon the reality of the community college.

Although the planning model was designed for community colleges in the state of New York, it can be used anywhere. The problems of articulation can be better met when a logical approach is taken towards arriving at a solution. A planning system such as this one has the advantage of providing the user with various checkpoints. For example, under the fact-finding section, categories could be included to determine if similar courses are offered in local high schools. Under the section headed judgment, one could ask if cooperation is possible with the high school. Another question could determine if a high school representative should be appointed to an advisory committee.

Each part of the planning model or subsystem is divided into three component parts. Criteria for acceptability are established in the first part. The second part includes the program's expected characteristics, and in the third part a judgment is made about the relationship between the established criteria and the results of the fact-finding. It is also important to note that the subsystems are placed in a recommended but not mandatory order of priority. Arrows do not fix the connections between the subsystems. Such an arrangement provides the planner with flexibility. The priorities of institutions differ and this model is designed to recognize and respect those differences.

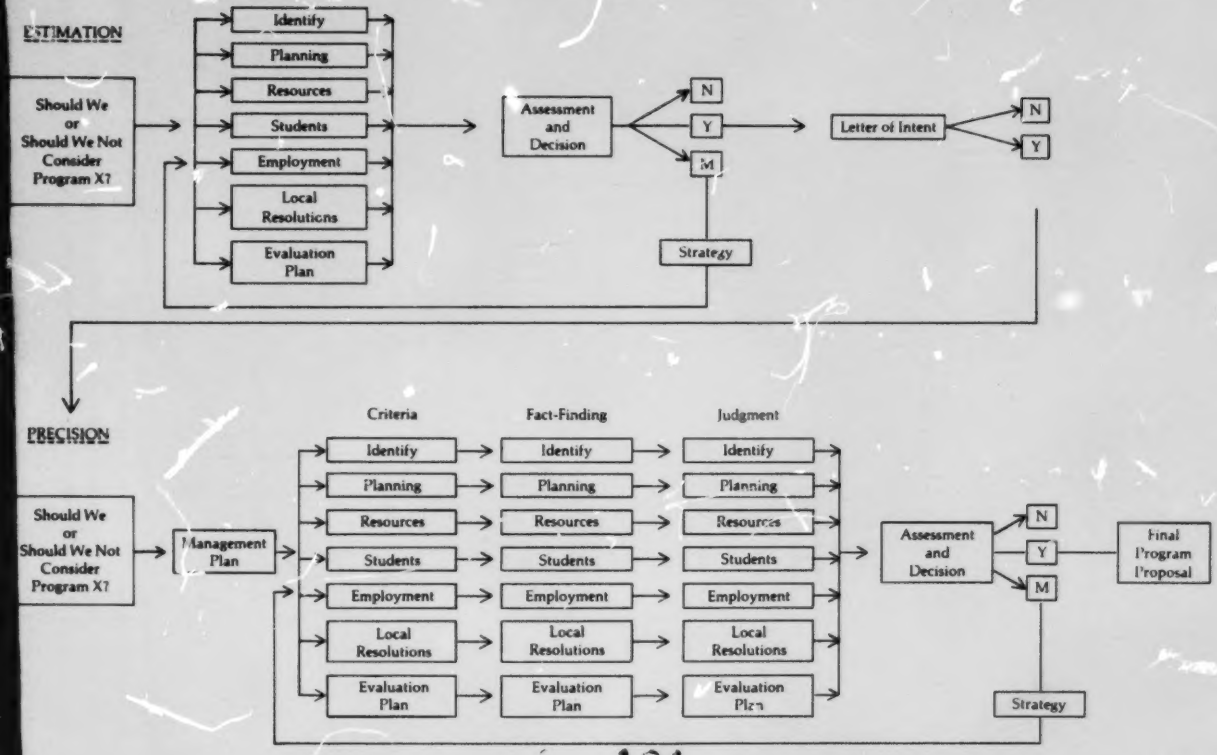
COMPATIBILITY OF OBJECTIVES

Both the high school business educator and the two-year postsecondary school business educator have similar objectives: (1) to prepare students with entry-level business skills, and (2) to prepare students to continue studying higher level business subjects.

With regard to the first objective, high schools prepare stenographers, typists, word processing specialists, clerks, and bookkeepers, whereas the two-year postsecondary school is engaged in developing administrative assistants, executive secretaries, supervisors, accounting clerks, etc. The target area for community college occupational programs, according to

[1]Young, Robert B. "A Systematic Approach to Planning Occupational Programs." *Community College Review*, September 1975. p. 23.

FIGURE II. Articulation and Program Planning Model



Eggland and Williams, should be middle management, Figure III.[2] Courses of study offered by high school and community college business departments should include a sufficient number of both specialized business courses and general education courses. As society and business become more technologically complex, students will be expected to reenter the world of education many times during their lifespan. It becomes imperative, therefore, that business educators on all levels accept the principles of lifelong learning. The high school business teacher and the two-year postsecondary school business teacher have the responsibility to prepare students for advanced study on the next higher level as well as for entry-level employment.

SUGGESTED METHODS OF ARTICULATION

Many techniques are used by postsecondary institutions and secondary school business departments to articulate with each other. The following list of suggestions is by no means exhaustive.

Advisory committees. Many community college business departments have on-going advisory committees which usually consist of representatives from industry. Why not include a few high school business teachers? Or, establish an articulation committee consisting entirely of high school business teachers and representatives from the various community college business departments?

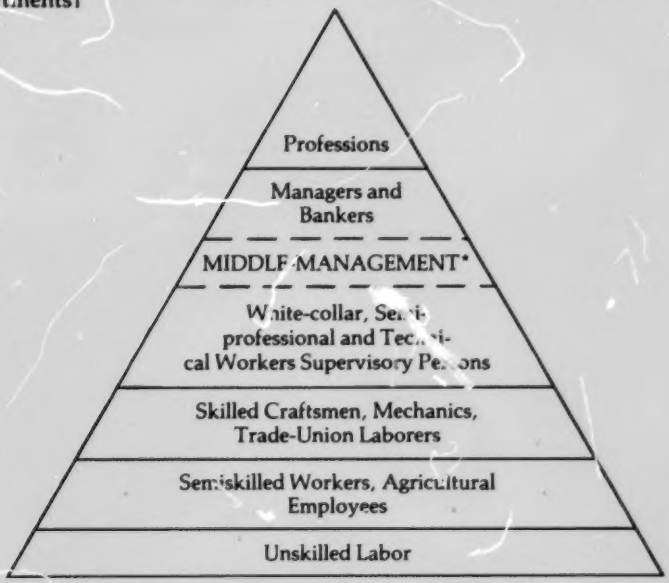


FIGURE III. Target Area for Community College Occupational Programs*

[2]Eggland and Williams. "Occupational Generalists or Specialists?" *Community College Review*, January 1976, p. 31.

Exchange of faculty and facilities. Another possible model of articulation incorporates exchanging faculty and facilities. College facilities are usually superior to the high school's. For example, computer installations, accounting laboratories, word processing centers, and self-contained instructional carrels are normal facilities found at community colleges. More extensive library learning centers would allow high school students to pursue in greater depth any area of special interest.

High school business education courses can be scheduled at these facilities for an entire semester or shorter periods as units of study. The high school teacher also can use this as an in-service training session to improve his background and remain current in his subject matter area.

High schools can develop programs by using on-line remote terminal hookups with college computer facilities. The remote terminal, a CRT display or teletype model, allows the student to remain at the high school and interact with the college community. This includes computer assistance in problem solving, the simulation of business games, accounting applications, testing, and computer-managed instruction. It is possible to project the entire computer output on a closed circuit television monitor and thereby provide instruction to many groups simultaneously.

Depending on the area of expertise, exchange of faculty will enrich both institutions. High school teachers can be given the opportunity to teach advanced courses and experience firsthand the course structure of community colleges. College instructors can experience the many problems confronting secondary school teachers and unknown at the college level. This crossing over will sharpen the empathy between these groups. High school teachers may consider applying for adjunct teaching positions after experiencing college-level teaching. This would make them perfect intermediaries for the two schools.

Adjunct faculty. High school business teachers could be hired to teach as adjunct faculty one night a week. This type of experience could help them to develop a better understanding and appreciation of the community college business program.

County and state business education associations. The membership of most county and state business education associations is generally dominated by secondary school business educators. Experience has shown that when two-year college business educators join these associations, they are usually welcomed. These associations provide many opportunities for articulation.

Skills contests. The local two-year postsecondary school can develop a skills contest whereby area high school students are invited to compete in typing, shorthand, and bookkeeping. Trophies or other awards could be given to individual students as well as to those schools with the most winners.

Business seminar. A half-day career-oriented seminar on a topic relating to business could be developed by the two-year college. Selected high school business students and their teachers would be invited to attend and participate in the program.

Early-bird consortium. An example of the kind of articulation recommended is one where the high school and college agree to a consortium

where students can combine their senior year in high school with the freshman year in college on a limited subject basis. The students receive reciprocal credit for the courses pursued both towards the high school diploma and the college degree. This early-bird program, as it is referred to, allows a business student advanced college placement, thus enabling him to study more intensely in the subject area he chooses. It gives him an advantage over the typical student who enters the postsecondary institution with no business background.

The most common courses incorporated in the early-bird program usually include business organization and management, accounting, marketing, and mathematics (this is college mathematics, not business mathematics). The high school educator's problem then is to design prerequisites for these courses that can be offered in the high school. Additional problems for the high school students are transportation and scheduling.

A variation of the early-bird consortium would include having two-year postsecondary school faculty members actually go to a local high school and offer a course to selected students. Courses in accounting, introduction to business, consumerism, and economics would be appropriate and probably desirable. Students who enroll in these courses and pass them successfully would receive college credit.

Periodic meetings. The postsecondary school business department chairman could hold a luncheon or dinner meeting (if the budget permits) for high school business department chairpersons once or twice a year. Or, a rotation pattern could be established whereby the chairmen meet periodically utilizing both the high schools and the postsecondary school facilities for their meeting places. Such meetings should provide opportunities for exchange of ideas and common problems.

Former graduates. Community college students could be invited to speak to high school business clubs about what it is like to study at the local community college. Some junior colleges send a team of students to visit high schools with the admissions director.

The above ideas are representative of the types of activities that can be undertaken to improve articulation between the high school and the two-year college business educators. Obviously, the list can be expanded. It is limited only by one's imagination and resourcefulness.

RECOMMENDATIONS

The following recommendations should be viewed with improvement of business education programs at both institutions as the major result:

1. Any high school teacher with an undergraduate major in business education should pursue graduate work leading towards a master's degree in business administration or business education. (A master's in business education is generally appropriate for the secretarial sciences, whereas the MBA is better suited for instructors in the area of business administration.) Actual business experience should also be part of the secondary educator's background.

2. High school and two-year postsecondary school instructors with a bachelor's degree in business administration should pursue a master's in business education or at least enroll in several courses in educational philosophy and methodology. The instructor with expertise in subject matter needs education courses to enable him to successfully convey knowledge to the students.

3. High school business education programs must be upgraded from the present level for the reasons presented earlier or else they will not serve their population. Lack of competitive job skills and lack of adequate preparation for postsecondary study is the alternative to upgrading. Selectivity may become necessary at the high school level.

4. Two-year postsecondary schools must be willing to interact with high schools. Early-bird programs and CLEP-type testing devices must be encouraged along with the exchange of faculty. Most successful high school teachers will be successful teaching the more mature and motivated students, and professors could test their teaching ability in the more demanding secondary school environment.

5. Administrators must be willing to work out the logistics and the legal and financial constraints imposed by the articulation. Without their support, all else will be futile.

CHAPTER 9

Developing Education for Business in Two-Year Postsecondary Schools

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Historically, two-year postsecondary schools (junior colleges) in the United States were founded to prepare students for the first two years of a college education. They were characterized by a tradition-bound curriculum designed to facilitate transfer to senior colleges and universities. Today, however, these schools have become multipurpose institutions attempting to serve multiple needs of a society which has changed radically in the last two decades. From characteristically single-purpose institutions serving only one type of student, they have evolved into multifunction institutions serving many different types of students. They now combine under one roof programs for transfer, occupational training, general education, community services, and counseling and guidance.

The basic philosophy of these postsecondary schools today is that the institution should be attuned to the surrounding community so that its programs are integrally bound up with the needs of that community. Not only have these "junior" colleges become "community" colleges, but other institutions such as area vocational schools and technical institutes have also developed in this two-year category. The basic philosophy and goals of these institutions are similar in many respects; therefore, no particular distinction will be made between them in the discussion which follows.

Since the philosophy of these public two-year schools commits them to fulfilling the educational needs of the communities or regions they serve, their curriculums must reflect these needs; but it is this multifaceted character of the two-year postsecondary schools that has cast curriculum development into a sea of complexity. For expediency, many programs and curriculums have been put together in a piecemeal fashion—borrowing from counterparts at other levels, from textbooks, from sample curriculums recommended by professional groups, etc. Such a pattern of curriculum development undermines the basic philosophy of postsecondary schools; therefore, the transplanting of curriculums from other sources is not the answer. Instead, greater emphasis must be placed on developing more effective and more precise curriculums that relate to the needs of the surrounding communities.

BUSINESS EDUCATION IN TWO-YEAR POSTSECONDARY SCHOOLS

The importance of business education in the offerings of two-year postsecondary institutions is an established fact. Business education programs

have been and will continue to be a major area in most postsecondary schools. These programs are intended for a wide range of student goals and abilities. They are serving students who plan to transfer to a four-year college as well as those who plan on seeking employment at the termination of their programs. General education is also promoted in that the students get an overview of business, which represents a valuable contribution to their understanding of the world about them.

Typically, these institutions divide their business curricular offerings into two main branches—transfer or college parallel and nontransfer or occupational. In general, students enrolled in a transfer program earn an associate of arts degree; however, in some institutions a distinction is made between those transfer students majoring in the liberal arts and those majoring in specialized curriculums, such as business administration, teacher education, and other preprofessional programs. When such a distinction is made either an associate of arts or associate of science degree is awarded the student depending upon his program of studies.

Two-year institutions, unlike most four-year colleges and universities, lack uniformity in degree terminology; therefore, there is likely to be some confusion as to what a particular degree represents. Usually an associate of applied science degree is awarded to those students majoring in one of the occupational-technical curriculums and who plan to obtain full-time employment immediately upon graduation. Diplomas and certificates are also awarded to students who complete nondegree occupational curriculums.

Some factors which contribute to the growing demand for postsecondary business education are:

1. The cost of higher education continues to rise, and more students find it necessary to commute to the nearest community college or other postsecondary institution to complete their first two undergraduate years.
2. Rapid advances in technology have created a demand for more specialized supportive personnel. The growing need for trained paraprofessional and mid-management workers is being partially fulfilled by comprehensive postsecondary career programs.
3. A number of students enrolling in college for the first time are choosing postsecondary institutions because of their size, wide choice of curriculums of varying lengths, and an emphasis on individual attention.

These elements together with the changes which have been occurring in the business world have directly or indirectly affected curricular offerings of postsecondary institutions. Faced with continual social, economic, and technological changes, business educators must constantly evaluate and modify their curriculums.

Certainly there are problems inherent in designing any curriculum for education for business. Articulation in particular has and probably to some degree always will be a problem for curriculum developers. However, in some states there are likely to be proportionately fewer articulation problems encountered in developing curriculums for transfer programs in business since a number of two-year postsecondary schools design their transfer curriculums to fulfill the lower division general education requirements or

to meet the requirements for junior standing at four-year colleges and universities within the state or geographic vicinity in which they are located. Even these coordinated efforts in planning do not and cannot assure that articulation will not continue to be a thorn in the side of curriculum developers.

In addition to their concern with the ever-present articulation problem, business educators share a growing concern over their increasing responsibility for the occupational preparation of students for a higher entry level of employment. The major thrust of postsecondary business education programs now is on facilitating the career needs of the students, and this has created a number of problems in curriculum development. While business education curriculums contributing to transfer and general education objectives are fairly well defined, curriculums devoted to the vocational objective remain in a state of flux. Curriculum builders are confronted with the task of integrating occupational education into the total framework of the institution. Consequently, this chapter will deal mainly with the intricacies of accomplishing this task.

CURRICULUM DEVELOPMENT FOR BUSINESS EDUCATION

With the interjection of the vocational element into the curriculum, those responsible for curriculum development have had to consider these factors:

1. The development of business education curriculums must be based upon occupational analyses and on preparation for entry into the labor market and/or successful advancement in employment. An effective curriculum should be based upon an analysis of desired behavior after graduation—behavior which should be defined in terms of what technology and industry need. These job requirements should be converted into curriculum content in light of student capabilities, and evaluation of the results should be an ongoing function which provides input for changes.

2. Business education curriculums must be oriented to the individual needs of the groups they will serve and must provide for job entry at different levels. The curriculum should be designed to maximize student opportunities for achieving their career goals.

3. Postsecondary institutions should develop business education curriculums which permit students to enter and exit a program at a time commensurate with their abilities and skills.

4. The curriculum should be designed so that the student can progress through successive stages with a minimum amount of duplication of effort. Students frequently question the relevancy of certain courses within a given curriculum; so curriculum developers need to carefully scrutinize courses that appear to be irrelevant or redundant. Likewise, the sequence of courses in the two-year curriculum is often as crucial as is the content of the courses. The limited time available has to be used with maximum effectiveness to insure that the student progresses smoothly from one level to the next.

5. The curriculum must not place too much emphasis on highly specialized courses at the expense of a broader education which students

need for success in everyday living. Curriculums must provide for the social and economic needs of the students as well as the occupational needs.

ESTABLISHING CRITERIA FOR CURRICULUM DEVELOPMENT

There is an ever-present danger that the curriculum can become stagnant; therefore, business educators must continually examine and reexamine their curricular offerings. This task of examination can be made somewhat easier if there are established criteria or guidelines to follow. The criteria presented here have been devised as possible aids to curriculum development in business education at the postsecondary level.

It is only logical to assume that not all of these criteria would be valid for all curriculum development situations and that other criteria in addition to these might need to be devised. It is also assumed that educators with different viewpoints regarding the relative importance of occupational objectives in postsecondary curriculums might modify, add to, or develop entirely different criteria than the ones presented here.

These first criteria are general in nature and are structured for use in developing any curriculum for education for business—transfer, career, etc.

1. Education for business curriculums should provide for a fusion of general education, transfer, and career objectives. They should be designed to encompass the common knowledge, skills, and attitudes needed by each individual to be effective as a person, a worker, a consumer, and a citizen.
2. The curriculum must be designed to deal with the learning ability, social and economic needs, and maturity of the student as well as the career needs.
3. In order to meet the needs of a diverse group of students, the curriculum should be designed to encourage instruction utilizing a variety of teaching methods, media, and materials. The character of two-year postsecondary schools is such that they can utilize innovative curricular devices. They are not bound by the regimentation found in secondary schools nor the deep-seated traditions so often found in four-year colleges and universities.
4. Provision should be made for continuous evaluation as a part of the maintenance, improvement, or restructuring of the curriculum. The development of specific performance objectives would be an essential part of this evaluation process as would the conducting of follow-up studies.
5. The sequence of courses as well as their relevancy should be given careful attention. Only those courses needed to achieve the purposes of a given curriculum should be included.
6. To every extent possible, education for business curriculums should be based upon empirical evidence of the current and projected needs of the community. This would require continuing studies of employment needs (surveys, advisory committees, etc.) and continuous faculty and administrative contacts with local business and community leaders.

The remaining criteria are more specific in nature and are structured largely for use in developing curriculums for vocational business education.

7. The curriculum offerings of any vocational business education program should generate employable skills. Specific behavioral objectives should define what constitutes employable skills.

8. The curriculum should be structured into job families or clusters. This would provide multiple options for the entering student whether he desires immediate entry into the work force or to continue his education at a four-year institution.

9. The curriculum should be designed to provide multiple entry and exit levels.

10. Whenever possible, instruction should be individualized so that each student can progress at his own rate to whatever level his talents and efforts permit.

11. Strong emphasis should be placed on affective behaviors. The curriculum should be designed to contribute to the development of appropriate attitudes necessary for success on the job.

12. In order to narrow the gap between the classroom and the business firm, internships and/or simulated programs in education for business should be incorporated into the curriculum.

MODELS OF SOME EXEMPLARY BUSINESS EDUCATION CURRICULUMS

These criteria are not necessarily new. Many community colleges and vocational-technical institutions have already developed curriculums that are based on some or all of the criteria presented here. Portions of some of those curriculums together with explanations of how they are being implemented are included in the following pages.

The Gates Department of Business at the Hawkeye Institute of Technology offers a variety of degree, diploma, and certificate programs built around accounting, secretarial, and management clusters. The programs provide training for several occupations within these job families.

For example, in the area of accounting, there are curriculums (1) which prepare the student for employment in public, industry, or governmental accounting and related occupations; (2) which provide for transfer to a four-year college; and (3) which train persons interested in seeking employment as payroll clerks, accounts receivable and accounts payable clerks, bookkeepers, etc.

ACCOUNTING
Associate of Applied Science Degree*
(Seven-quarter program)

Basic Accounting I, II, III	Corporation Finance
Intermediate Accounting I, II	Business Ethics
Payroll	Personal Development
Income Tax	Human Relations
Cost Accounting	Business Math I, II
Accounting Applications	Business Statistics
Auditing	Business English
Budgeting	Vocabulary Development
Advanced Accounting	Business Writing
Business Law	Oral Communications

Business Psychology
Business Organization and Management
Economics
Data Processing Fundamentals
Business Machines I, II
Records Management
Typing I, II
Cooperative Work Experience

*The objectives of this program are twofold: to prepare students for immediate full-time employment in the accounting field or to provide for transfer to a four-year college or university.

JUNIOR ACCOUNTING
Diploma
(Four-quarter program)

Basic Accounting I, II, III
Intermediate Accounting I, II
Payroll
Income Tax
Cost Accounting
Accounting Applications
Business Law
Business Psychology
Business Organizations and Management
Personal Development
Human Relations
Business Math I, II
Business English
Vocabulary Development
Business Writing
Business Machines I, II
Records Management
Typing I, II

The two-year program combines specialization with general education courses which are accepted as transfer credit in many liberal arts colleges. Likewise, the diploma program combines specialization with a core of general education courses, although in somewhat less depth than the degree curriculum.

These programs provide multiple entry and exit levels and offer ample opportunity for individualized instruction. Flexibility is built into the curriculum in a number of ways, some of which are explained here.

All curriculums are organized to include all levels in every subject area. Students with previous experience or education have the opportunity to bypass any requirements for which they can demonstrate the performance standards required by the curriculum. A student may qualify for graduation once he or she has bypassed, performed satisfactorily in, and/or completed the work for all requirements in the curriculum in which he/she is enrolled regardless of length of time in school or the number of subjects taken in the department.

The student may bypass curriculum requirements in any one of the following ways:

1. Those subjects which involve skills may be bypassed as follows:
   A. *Typing.* Students with previous typewriting instruction are placed in a class called Advanced Typing and from there are allowed to seek their own levels and progress at their own speed to the completion of the course. The students are tested to determine what project assignments are required of each one, and rate requirements are met by tests given twice weekly.
   B. *Shorthand.* Students with previous shorthand instruction (any system) are placed in a class called Shorthand II, after which they move from class to class upon meeting specific speed, accuracy, mailability, etc.,

requirements for each class. All shorthand classes are ability grouped and are offered at all times, thus allowing a student to move from class to class at any time during any quarter.

C. *Business and office machines.* Students with previous machine instruction or job experience with machines may be issued credit if a passing score is made on a proficiency examination. Bypassing is machine-by-machine, rather than all-or-none.

2. Nonskill subjects may be bypassed in these ways:

A. Credit is allowed for any nonskill subject in the curriculum if the following conditions are met:

(1) The student has taken the same or substantially similar courses in another college during the past five years and has earned a grade of C or better.

(2) The student has taken the same or substantially similar course work in another setting such as high school, adult education, etc., and can pass a proficiency examination.

(3) Pretests are given in all basic subjects—English, mathematics, vocabulary development. Credit is awarded to those students whose score on the pretest is equivalent to that score required to pass the course.

3. Students with substantial previous successful work experience equivalent to that required of cooperative on-the-job experience are awarded credit for the cooperative work experience requirement upon successful completion of the other course work in the curriculum.

Business machines, records management, and accounting applications are completely individualized. A student may enter them and complete them at any time, receiving a grade and credit when the work is completed.

All students are required to take those subjects which relate to professional development, personal development, and human relations. Since these subjects emphasize the development of affective behavior, it would be rather difficult to devise a test to ascertain whether or not a student possesses the kinds of attitudes needed for success in a business occupation.

Scheduling is planned so that every offering in the department is available at least every three quarters. Basic accounting, intermediate accounting, all shorthand and typewriting levels, all machines, and records management are offered each quarter, thus meeting the needs of new entering students as well as those of students already in school. English, vocabulary development, the two business math courses, auditing, cost accounting, income tax, and budgeting are each offered alternate terms; so one in each area is always available. Business writing, personal and professional development courses, human relations, ethics, corporation finance, office management, and statistics are offered on an "as needed" basis. Office procedures, accounting seminar, and cooperative work experience are offered every quarter to meet the needs of students completing their programs. All other courses are offered at least once each school year (three quarters). It is not suggested that such an approach to

curriculum development would work in all vocational-technical institutes, but it does present a "working example" of how one school is meeting the needs of the students.

The J. Sargeant Reynolds Community College, Parham Road Campus, Richmond, Virginia, is another institution which is doing interesting things in curriculum development. Their comprehensive programs are meeting both transfer and career objectives. Among the types of business programs offered are:

1. Associate of Science degree program in business administration for persons who plan to transfer to a four-year college or university.

2. Associate of Applied Science degree programs in business technology for persons seeking full-time employment immediately upon completion of the community college curriculum. This program is built around a cluster of business fields requiring a common core of courses. Broad areas in which students may specialize after completing the core include accounting, banking and financial management, data processing, management, merchandising, and secretarial science. Further options are available in most of these major fields.

3. Diploma and certificate programs in business technology for persons seeking a career in the areas of court and conference reporting, educational secretary, clerical studies, computer operation, and data entry operator. With the exception of court and conference reporting (six quarters), these programs offer short-term, intensified preparation for a chosen field.

BUSINESS ADMINISTRATION TRANSFER PROGRAM

Associate of Science Degree
(Two-year program)

This curriculum prepares students for entrance into colleges or universities which offer a baccalaureate degree program in business administration. Students entering the transfer program must acquaint themselves with the requirements of the major department in the institution to which transfer is contemplated. So that the student will be knowledgeable in fields over and beyond everyday business technology, this curriculum requires courses in the humanities, natural sciences, and social sciences in addition to the principles of economics and accounting usually required in the first two years of a baccalaureate business administration program.

First Quarter		Second Quarter	
English Composition I	3	English Composition II	3
Orientation	1	American History or History of Western Civilization	3
American History or History of Western Civilization	3	Mathematics (Math 162 or 182)	3
Mathematics (Math 161 or 181)	3	Laboratory Science	4
Laboratory Science	4	Health, Physical Education or Recreation	1
Approved Elective	3	Approved Elective	3
Total	17	Total	17

Third Quarter		Fourth Quarter	
English Composition III	3	Principles of Accounting I	3
American History or History of Western Civilization	3	*Principles of Economics I	3
Mathematics (Math 163 or 183)	3	English or American Literature	3
Laboratory Science	4	Health, Physical Education or Recreation	1
Health, Physical Education or Recreation	1	Approved Electives	6
Humanities Elective	3		
Total	17	Total	16

Fifth Quarter		Sixth Quarter	
Principles of Accounting II	3	Principles of Accounting III	3
*Principles of Economics II	3	*Principles of Economics III	3
English or American Literature	3	English or American Literature	3
Approved Electives	6	Approved Electives	6
Total	15	Total	15

Total Minimum Credits for the Associate of Science Degree (Business Administration) 97

*In addition to the Economics requirement for the community college, students are advised to complete a full year of a sophomore social science if required by the four-year college or university to which they plan to transfer.

BUSINESS TECHNOLOGY
Associate of Applied Science Degree
(Two-year program)

Especially interesting things are being done with curriculum building in the business technology area; so it would be appropriate to cite the programs of at least one of the clusters as a model which other institutions might like to emulate. The secretarial science cluster offers opportunities for students to obtain a general business background and then specialize in one of six areas, thus making possible a number of career options.

All students follow this core curriculum during the first year.

First Quarter		Second Quarter	
Introduction to Business	3	Principles of Data Processing	3
*Communication Skills I	3	Communication Skills II	3
Orientation	1	**Typewriting II	3
**Typewriting I	3	**Shorthand II (or CTCR 122)	4
**Shorthand I (or CTCR 121)	4	Business Mathematics II	3
*Business Mathematics I	3	Health, Physical Education or Recreation	1
Health, Physical Education or Recreation	1		
Total	18	Total	17

*Students contemplating transfer should arrange all academic work at the transfer level. A year sequence of Social Science is recommended in lieu of the Government-Economics-Psychology requirement.

**Students who have completed prior training in typewriting or shorthand may petition for advanced placement and course waiver and have the opportunity to substitute courses approved by the program head.

Third Quarter

Accounting I	4
Typewriting III	3
Shorthand III (or CTCR 123)	4
Filing and Records Management	3
Business English	3
Health, Physical Education or Recreation	1
Total	18

While students begin their specialization with the fourth quarter, their programs still bear many commonalities which would allow the student who changes his career objective to move from one career to another with only a minimum loss of credit, if any. Shown below are two of the six options which a student might choose while pursuing an AAS degree in business technology. Other options available during the second year include legal secretary, general secretary, medical secretary, and technical secretary.

SECOND YEAR OPTION: ADMINISTRATIVE ASSISTANT

Fourth Quarter		Fifth Quarter	
Accounting II	4	Accounting III	4
Secretarial Procedures I	3	Secretarial Procedures II	3
Principles of Business Management I	3	Principles of Business Management II or Administrative Office Mgmt.	3
Survey of American Economics	3	Machine Transcription	3
Business Law I	3	Amer. Constitutional Government	3
Total	16	Total	16

Sixth Quarter

Human Relations or Human Relations and Leadership Training	3
Secretarial Procedures III	3
Personnel Management	3
Personal Development	3
Seminar and Project	3
Principles of Word Processing	3
Total	18

For those students contemplating transfer, a year sequence of Social Science is recommended in lieu of the Government-Economics-Psychology requirement.

SECOND YEAR OPTION: EDUCATIONAL SECRETARY

Fourth Quarter		Fifth Quarter	
Survey of American Economics	3	Educational Law or Business Law I	3
American Constitutional Government	3	Transcription II	3
Human Relations or Human Relations and Leadership Training	3	Executive Typewriting	3
Skill Building	3	Educational Secretary Procedures I	3
Transcription I	3	Machine Transcription	3
Secretarial Procedures I	3		
Total	18	Total	15

Sixth Quarter	
Principles of Word Processing	3
Personal Development	3
Educational Transcription	3
Educational Secretarial Procedures II	3
Seminar and Project	3-5
Total	15-17

While these programs are more structured than the first example presented, many of the same criteria have been incorporated into the planning and building of the curriculum.

An individualized approach, or perhaps it should be called a "modified individualized" approach, is used in the skills courses. In typewriting, students are tested as they enroll and then placed in the proper level in the typing sequence. From there, they proceed at their own rate. While this is an individualized approach, it is not a completely open lab approach. Each student has some time each week with an instructor in the confines of a classroom. Shorthand instruction is handled in much the same way. Those students with previous training in typewriting and shorthand may petition for advanced placement and course waiver and thus have the opportunity to substitute courses.

One of the innovative features of the curriculum is the addition of a course in word processing, which provides instruction in the whole area of word processing and gives training on text editing equipment. Another unique feature of this curriculum is the course called "Seminar and Project." Instead of enrolling in a cooperative program, students enroll in the seminar course and are assigned to work in the student-run Word Processing Center. No simulated experiences are completed in the lab; everything is actual work done for the faculty. There are different levels of jobs, i.e., administrative assistant, corresponding secretary, messenger, duplication machine operator, collator, etc., which students fill according to their levels of ability. Future plans for the Center include a phone-in dictation system.

BUSINESS TECHNOLOGY
Diploma
(Six-quarter program)

In addition to the foregoing examples, another of their programs is worthy of mention—one which has developed as a direct result of a community demand for qualified personnel in the field of court and conference reporting. Intensified training is provided in machine shorthand, specialized vocabulary, reporting procedures, legal typing-transcription, deposition, testimony and jury charge dictation, etc. An internship provides supervised on-the-job training. The curriculum for that two-year diploma program is shown below.

CURRICULUM FOR COURT AND CONFERENCE REPORTING

First Quarter		Fourth Quarter	
Communication Skills	3	Elective	3
Typewriting II	3	Medical Terminology I	3
Introduction to Business	3	Overview of the Legal Process	3
Court and Conference Machine Shorthand I	4	Legal Evidence I (or approved elective)	3
Orientation	1	Court and Conference Reporting I	5
Health, Physical Education or Recreation	1		
Total	15	Total	17

Second Quarter		Fifth Quarter	
Communication Skills	3	Medical Terminology II	2
Typewriting III	3	Legal Research	3
Court and Conference Machine Shorthand II	4	Court and Conference Reporting II	5
Survey of American Economics	3	Coordinated Internship in Court Reporting	1-5
Human Relations	3		
Health, Physical Education or Recreation	1		
Total	17	Total	11-15

Third Quarter		Sixth Quarter	
Business English	3	Accounting I (or elective)	4
Court and Conference Machine Shorthand III	4	Court and Conference Reporting III	5
Typewriting Skill Building	3	Coordinated Internship in Court Reporting	1-5
Business Law I	3	Elective	3
Amer. Constitutional Government	3		
Health, Physical Education or Recreation	1		
Total	17	Total	13-17

Total Minimum Credits Required for the Diploma in Court and Conference Reporting 97

Lansing Community College, Lansing, Michigan, also has a great diversity of programs in education for business of varying difficulty but of equal excellence. Included here is their curricular guide for a transfer program in General Pre-Business. The credits earned in this program are accepted by at least 30 colleges and universities within the state.

GENERAL PRE-BUSINESS TRANSFER PROGRAM
Associate in Business Degree
(Two-year program)

Fall Term		Fall Term	
Orientation	1	Principles of Accounting I	4
Introduction to Business	4	Principles of Economics I	4
Composition I	4	Western Civilization I	4
College Algebra and Trig. I	5	Physical World	4
Social Science I	4		
Total	18	Total	16
Winter Term		**Winter Term**	
Composition II or Freshman English	4	Principles of Accounting II	4
College Algebra and Trig. II	5	Western Civilization II	4
Physical Education	3	Rocks and Stars	4
Introduction to Marketing	4	Principles of Economics II	4
Total	16	Total	16
Spring Term		**Spring Term**	
Fortran	3	Principles of Accounting III	4
Composition III or Freshman English	4	Western Civilization III	4
Statistics	5	Living World	4
American Government	4		
Total	16	Total	12

Recommended Electives

Sales	Human Relations
Retailing	Principles of Management
Advertising	Labor Relations
Management & Supervisory Devel.	Introductory Psych: Social Ind. Behav.
Personnel Management	Principles of Sociology
Economic Business History	
Minimum Total	94

Students must acquaint themselves with the curriculum guide for the specific institution to which they will transfer.

One of the criteria listed emphasized the need for utilizing a variety of teaching methods, media, and materials. Lansing Community College is

one of the frontrunners in this area, and the ways in which they are utilizing facilities and faculty should be noted.

Lansing Community College uses varied teaching techniques which include regular classroom, one-to-one tutoring sessions, programmed instruction, and Audio-Visual Tutorial courses (AVT). The AVT System is a plan for completely individualizing instruction for every student participating. It utilizes audiovisual equipment and materials, the learning carrel, and qualified tutorial assistance to guide each student at his own pace until he masters a particular concept or skill to the best of his ability. With this system of instruction, a student may start a course at any time during the school year, is allowed to progress at his own rate (working with the instructor on a one-on-one basis whenever necessary), and continues to an acceptable level of competency. Introductory accounting, typewriting, and business machines are a few of the selected subjects which are presented individually on tape and slides or film.

Another innovation in the instructional area which is bringing good results is the "Train the Trainer" program conducted internally for all of the faculty, both full and part time. As a matter of fact, all their part-time faculty must achieve at least a 3.0 student evaluation rating (out of a possible 4.0) or be required to attend one of these courses which prepares them to be better instructors and "facilitators."

The importance of using established criteria for building successful curriculums cannot be denied. Lansing Community College attributes much of the success of its programs to maintaining proper criteria for curriculum development as well as carrying out a continuing evaluation process. One specific criteria mentioned was a survey of business, industry, and government agencies to determine present and future community employment needs. Utilizing the services of advisory committees as well as maintaining close relationships with professional associations is also considered vital to the success of their curriculum planning.

Many other exemplary programs are in operation at a number of postsecondary institutions; however, only a few could be presented here.

PERSONS INVOLVED IN CURRICULUM DEVELOPMENT

Nothing has been said about who should be involved in curriculum building. No one person should be expected to undertake such a responsibility singlehandedly. The active participation of faculty and administrative personnel is essential to effective curriculum development. Generally, those persons are more likely to accept a curriculum they have helped plan. Likewise, advisory committees composed of interested experts from specific career areas in business and industry should be involved in the planning of curriculums. Those persons can provide vital information about a wide variety of community needs, can validate course content, and can offer an objective assessment or evaluation of a program.

In some cases, it may be necessary to seek professional assistance. This aid could come from curriculum specialists, the periodical literature of

professional associations, or lay members of professional associations who are competent in a specific area.

CONCLUSION

Curriculum development in two-year postsecondary institutions presents a never-ending challenge to business educators. Their task is complicated by the diversity of objectives, differences in educational levels, types of programs, and the groups served. Hopefully, some of the complexity can be removed with the establishment and use of viable criteria, especially if educators bear in mind that their basic charge in any curriculum building endeavor is to foster a climate of learning which will enable the student to experience the "best of both worlds" in the educational process.

CHAPTER 10

Coordinating the Two-Year Postsecondary School and Four-Year College and University Business Programs

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Most knowledgeable people would agree that a quality education is available in the United States to a large proportion of the population. This statement is made with the awareness that our education is offered in a fragmented system; that is, separate school districts and policy-making governing boards can be found for public elementary schools, junior high schools, high schools, community colleges, and four-year collegiate institutions. Students transfer from one educational level to the next, and there is no national dictation or prescription of coordination between the various educational units.

The system undoubtedly results in more local initiative, response, and experimentation, but at the same time presents challenges to the provision of continuous and well-coordinated education for students as they progress from one educational level to the next. It provides more variety of choices for students particularly at the collegiate levels, but may also cause either missing gaps in learning or unnecessary repetition.

As community college systems have developed across the nation, the transfer of students from two- to four-year collegiate institutions has become an important educational problem. It is this central theme to which this article is addressed: information is presented concerning related issues and problems which have been identified, examples are given of the kinds of statewide and institution-to-institution coordination agreements that have been drawn up, and a suggested set of recommendations is offered relating to collegiate education for business. But, first, definitions and some background information about types of transfers, transfer statistics, and groups interested in transfer are needed.

Definitions. "Articulation" refers to the systematized activities that move students from one school level to the next. Counseling, administrative, and curricular activities are included. The articular process provides assistance to transfer students in the form of institution and program selection; admission; course transferability; and academic, financial, and social adjustment. Formal articulation activities include written documents and materials, planned activities for transfer students, conferences for representatives of two or more levels of schools, and school-to-school and statewide published articulation agreements. Informal articulation activities, such as letter writing, phone calls, and conferences, also exist between persons from two or more school levels.

Three terms are used here with the same general meaning: "articulation," "transfer," and "coordination." More precisely, "articulation" refers to the processes involved in student movement from one educational level to the next, "transfer" is the actual movement of a student from one educational level to the next, and "coordination" suggests in a positive sense the smoothness with which articulation and transfer can operate. A "transfer" student moves from one collegiate level to the next; a "native" student of a university enrolled there as a freshman. A transfer student comes from a "transferring" institution and moves to a "receiving" school. Purely for convenience, two-year postsecondary schools are consistently referred to as "community colleges" and four-year colleges and universities as "universities."

Types of transfers. There are at least seven basic types of student transfers on the collegiate level. Probably the largest single group are students transferring from community colleges to universities ("articulated vertical" transfers), the group with which this chapter is primarily concerned.

There are also "horizontal" transfers (moving from one university to another); "open-door transfers" (moving from one community college to another); "stop-out," "returning" or "nontraditional" transfers (mostly part-time students including adults who have not attended college for a long time, students with unusual records including heavy representations of odd grades or credits, and students transferring from innovative programs that do not conform with the usually lower-division course work); "reverse" or "drop-down" transfers (moving from a university to a community college—usually because of academic difficulties); "double reverse" transfers (move from university to community college and back to university); and "vocational" transfers (community college students enrolled in vocational or career—formerly termed "terminal" programs—who apply for transfer to a university).

Transfer statistics. Enrollments in all U.S. public and private collegiate institutions in 1975 totaled 11.1 million, up 8.8 percent over 1974. Community college enrollments in 1975 were up 16.6 percent above the previous year. Estimates made by authorities in 1975 indicate that one out of every four (possibly one out of every three) freshmen will eventually transfer to another community college or university.

In 1972 it was estimated that articulated vertical transfers, double-reverse transfers, and vocational transfers from community colleges to universities accounted for 38-41 percent of all transfers. Traditional horizontal transfers and nontraditional transfers from university to university made up 34-35 percent of all transfers. About 20-22 percent were reverse transfers from universities to community colleges, and open door transfers from community college to community college comprised 4-6 percent.

Groups interested in transfer matters. Undoubtedly the most prominent national organization interested in transfer matters (as well as all matters relating to postsecondary education) is the Association Transfer Group (ATG) formed during the early 1970's. It is made up of the American Association of Collegiate Registrars and Admissions Officers, American Association of Community and Junior Colleges, American Association of State Colleges

and Universities, American College Testing Program, American Council on Education, Association of American Colleges, College Entrance Examination Board, Educational Testing Service, Federal Interagency Committee on Education, and the National Association of State Universities and Land-Grant Colleges. The College Transfer Conference, sponsored by the ATG and funded by ATG, the Carnegie Corporation of New York, the Exxon Foundation, and the Federal Interagency Committee on Education, was held at the Airlie Conference Center, Warrenton, Virginia, December 2-4, 1973. The issue of the conference was: "How can the policies and practices in postsecondary education be modified to accommodate better the needs of students who, in increasing numbers, transfer from one institution to another?"

Several states hold conferences, usually annually, attended by representatives of institutions and other groups interested in the problems and issues of college transfer. The Articulation Conference of California, for example, is a group with a well-defined organization which holds an annual conference. Its membership consists of representatives from the University of California, California State Colleges and Universities, independent colleges and universities, community colleges, high schools, the Coordinating Council for Higher Education, the Board of Governors of the Community Colleges, and the State Department of Education.

ISSUES AND PROBLEMS IN COORDINATION

The issues and problems in coordinating the two-year postsecondary schools' and four-year colleges' and universities' education for business programs appear to fall into five categories: (1) acceptance of community college courses by universities, (2) standards of acceptance of community college transfer students by universities, (3) administrative issues and problems, (4) problems of transfer students, and (5) communication between community colleges and universities.

The difference between an "issue" and a "problem" is acknowledged. An "issue" is a matter about which conflicts of opinion have been expressed and facts are now lacking or insufficient for the merits of any viewpoint to be judged with absolute certainty. A "problem," by contrast, is a difficulty that arises in an attempt to do something, and conflict of opinion may not necessarily be involved. In this article a fine distinction is not attempted to the extent of dividing issues and problems into separate classifications; rather, issues and problems are listed randomly within the five categories identified above.

The critical extent of the issues and problems identified undoubtedly varies from state to state and from community college to university. In other words, in one geographical area an issue or a problem may be very explosive; in another geographical area it may cause little or no difficulty and may even be entirely resolved. No attempt is made here to list the issues and problems in order of their seriousness.

Acceptance of community college courses by universities. The complexity of issues and problems in this area is illustrated by recognizing that at least seven possible theoretical patterns of community college-to-university

transfer exist for any business course: The community college business course WILL be accepted at the university (a) in lieu of a parallel business course, (b) as a lower-division business elective, or (c) as a lower-division nonbusiness elective. The community college business course WILL NOT be accepted at the university because (a) it is upper division at the university, (b) it is not offered at the university, or (c) the community college designates it as nontransferable. The community college business course WILL NOT be accepted for business students by the university although it will be accepted for other (e.g., engineering) students.

At least eight problem areas can be identified that relate to acceptance of community college courses by universities:

1. Should the community college offer courses which are upper-division courses at universities? And, concurrently, should the university accept such courses for transfer? Should a standard policy be declared regarding this question, or should the decision be made on a course-by-course basis? In some cases, even when the course outline and the text materials used are identical in the community college course and its upper-division counterpart course at the university, it is not accepted as a parallel course by the university. Universities justify their decision on the grounds that upper-division maturity on the part of the student actually makes it a higher level course than when it is taught in lower division.

2. How thoroughly should the university investigate the community college course before accepting it for transfer? Is a catalog description sufficient evidence on which to base a decision? Or should the university examine the written outline used in the course, the text and supplementary materials, and perhaps even the credentials of the instructor?

3. How parallel to a university course does a community college course have to be in order to have it accepted in lieu of the university course? First-year accounting courses in community colleges tend to be accepted in lieu of first-year accounting courses in universities. Yet some community colleges teach introductory "principles" of accounting which tend to stress rules of debit and credit and making of financial statements while many universities offer "financial" and "managerial" accounting during the first year where interpretation of accounting records receives the greater emphasis. Should transfer be accepted in such cases? Some "introductory" electronic data processing (EDP) courses are survey courses with little or no "hands on" or "language" included; other introductory EDP courses are extremely intensive. Is there justification for universities in some cases to require several community college introductory EDP courses in lieu of the university's introductory course?

4. What about the transferability of community college nontransfer courses (e.g., work experience) or of nontransfer programs (e.g., "career," "technical," or "vocational"—formerly labeled "terminal")? These courses are usually clearly labeled as not being transferable to a university program, and most students completing such programs do not attempt transfer. Yet how many community college freshmen are able to make a wise decision about whether to pursue a transfer or a career program? And what if those

completing a career program *do* change their minds and wish to transfer? Should the university at least accept some of these courses for lower-division business as perhaps nonbusiness elective credit and thus not require the transfer student to start his university program as a freshman again?

5. A problem exists if a community college attempts to submit for university transfer a course which is a mixture of subcollegiate and collegiate materials or content. Identification of the standards of collegiate content can be a challenging task, but most community colleges are aware of the necessity of diligence on this problem.

6. Where a university has a course with one or more prerequisites listed, should it accept for transfer a community college course with parallel title and content but with no prerequisite listed? A good example is business statistics. Many community colleges and universities list one or more mathematics courses as prerequisite. The university may not wish to accept the community college business statistics course where the math prerequisite is lacking, but an awkward situation arises when a student completes the business statistics course with high grades without having taken the prerequisite.

7. Should a university accept remedial course credits from a community college? This is seldom a question within the business subject areas, but may affect the business transfer student. The university's decision may rest on whether or not it offers remedial courses.

8. What effect should the AACSB (American Assembly of Collegiate Schools of Business) have on transfer of business credits from a community college to university? The AACSB has been accused of taking an arbitrary position on transfer courses stating that the accredited degree school shall limit transfer credit for business courses applied towards degree requirements to lower-division courses such as accounting, principles of economics, business law, statistics, and introduction to business. The problem of the AACSB is that it must necessarily limit its study for accreditation purposes to the *applying* collegiate school of business and cannot include in its examination the programs of all the neighboring "feeder" community colleges.

In the area of community college course acceptance by universities, perhaps the overall dilemma of the community college is: When there are many universities with many variations in general education and major-field programs, how can we tailor courses that we can "guarantee" to our students will be universally accepted no matter which university they transfer to and no matter which major they choose?

The dilemma of the university is: When we tailor general education programs and major-field programs which we hope will have high standards and integrity, how can we be sure that the courses offered at the various community colleges (where our transfer students will be taking half of their four-year programs) will be consistent with our expectations?

Standards of acceptance of community college transfer students by universities. Four areas of concern are within the realm of standards of acceptance of community college transfer students by universities:

1. What is the minimum grade-point average that a community college student must have in order to be accepted for transfer by a university? Is it possible to simply state that it must be "C" (2.0)? Should a university require a higher GPA for a community college transfer student than for its native students during their first two years? Should the university's acceptance of the transferring community college student be affected by low high school grades and/or low SAT test scores?

2. What about completion of lower-division and/or associate degree requirements—should the university permit this of its transferring community college students? encourage it? require it? What is the role of the associate degree? Should it signal that the community college student has completed the first two years of a transfer program and is now ready to move to a university? Or should an associate degree be given only to career students who do not intend to pursue a baccalaureate degree but wish to have some degree recognition for the collegiate efforts of their first two years? A "first-cousin" question comes to mind: Should universities include associate degrees as part of their degree programs?

3. Should universities accept courses where the community college transfer student received a "D" grade? If a university does refuse to accept such courses, is it saying that a "D" community college grade is equivalent to an "F" university grade? Would it follow that a "C" community college grade is equivalent to a "D" university grade? By refusing to accept community college courses with a "D," is the university in effect offering a commentary on its opinion of community college standards (especially if it would consider that a native student who receives a "D" grade on a course has fulfilled the requirements of that course for application toward the bachelor's degree)? What about the suggestion that a university apply the same policy towards "D" grades by its transfer students as it applies towards its native students?

4. To what extent should the university engage in any program of advance placement of community college transfer students by "nontraditional" means, such as waiving required courses on the basis of examination results; giving credit for courses on the basis of examination results; or applying advanced placement through the use of CLEP, ACT, USAFI or CASE? This question, of course, involves a very fundamental question: What is education—is it mastery of knowledge and theory alone, or is it this plus a series of experiences which the classroom provides the student?

Administrative issues and problems. At least 14 administrative issues and problems can be identified. They may be grouped into the areas of credits, time, and other matters.

1. Administrative issues and problems relating to counting credits. One question concerns how many community college credits should be accepted by a university. Should there be no limit at all? Or, if it considered that lower-division work constitutes half of a baccalaureate degree, should the limit be set at approximately half (that is, approximately 60 semester credits or 90 quarter credits)? Or should a "baker's dozen" approach be used by universities; that is, should they accept a little more than half of a

four-year degree—perhaps 70 semester or 105 quarter credits from a community college?

What should be done if a community college offers four semester credits for a course and the university grants only three semester credits for the same course? Should the university accept the transfer of the four credits, or should its policy be to transfer only as many credits for a course as that course is constituted at the university?

An area of difficulty may arise if the community college is on the quarter system and the university is on the semester system (or vice versa). To what extent should fractional credits be counted? For example, a four-credit quarter course converted to semester credits by multiplying by 2/3 equals 2 2/3. Should the 2 2/3 be counted as 2 1/2 credits, 2 2/3 credits, or 3 credits?

2. Administrative issues and problems relating to time. Will the university accept selected community college courses for meeting baccalaureate degree requirements even if taken at the community college after the maximum number of credits transferable have been completed? For example, could the student who had transferred 70 semester credits (the maximum permitted) from a community college and who is now a senior at the university go back now to the community college to take a business law course (required for the university degree in business) and have it counted toward the business degree requirement?

If the university general education requirements, major requirements, or entrance policies have changed, should transfer students be entitled to choose as an option whatever was in effect at the university when they were community college freshman? Or must they accept whatever the university requires at the time they are admitted to the university?

Should the university adopt a policy of refusing to accept "old" community college credits, credits which were earned longer ago than a stated number of years? Should the university's policy of accepting "old" transfer credits be the same as its policy of accepting "old" credits of its own? How long ago does a course have to be taken before it is considered "old"? Should a blanket policy be adopted, or should "old age" vary from course to course and student to student?

Another time problem exists where there is a lack of synchronized academic calendars. This reaches its most acute stage where a student at a community college on the quarter system wishes to transfer in mid-year to a university on the semester system.

3. Other administrative issues and problems. Should limits be placed on the number of transfer students a university will accept from a community college? The question perhaps is part of the larger question of whether a university should set enrollment quotas and whether it should give priority to one set of students over another.

Should a university accept credits from an unaccredited community college? The answer here may depend upon whether an ongoing community college lost its accreditation or whether it is a new community college that has not yet had an opportunity to receive its accreditation.

Should holders of community college associate degrees earned from transfer programs be guaranteed transfer into a university? Is it possible for a community college and a university to work out such an arrangement?

Should transfer students' grades be transferred and counted within their university GPA? If a university requires a "C" (2.0) GPA overall and within a major-degree program, should the 2.0 GPA apply to the transfer credits and to the university credits separately as well as collectively? If so, does this discriminate against the transfer student in favor of the native student?

Should lower-division business transfer courses be eliminated from the community college, be taught *only* in the community college, or should we retain the present pattern of offering business transfer courses at both the community college and the university? Eliminating the courses from the community college (offering them only at the university) would permit a smoothly coordinated curriculum to be developed for transfer and native students alike although it would present a "time" problem for the transfer students. Offering the courses only at the community college (eliminating them from the university) would free business faculty resources badly needed at many universities facing an enrollment crunch in business courses, but would present a problem for native students for the university.

Who should set transfer student rules and regulations: the university unilaterally? the university cooperatively with the community college? or a combination of the university, the community college, and a designated state agency? To whom can the transfer student appeal in the event of unsatisfied complaints regarding transfer credit?

Should community college and university business faculties establish a faculty exchange program? What are the difficulties to overcome in such a program?

Problems of transfer students. It may be well to precede examination of problems of transfer students with a brief examination of the transfer student himself. What is the nature of the transfer student? Is he different from the native student? What is the track record of the transfer student in comparison to the native student? Do they tend to do well in some areas and poorly in other areas as a "block" group? Van Alstyne reported that recent research showed:

> There were no marked differences between [transfer and native students] with respect to demographic characteristics, socioeconomic background, academic performance, or attitudes. The greatest single difference seems to be that, on the average, transfer students take somewhat longer to complete their education and embark on their careers.[1]

Four major problems appear to confront students who transfer from community colleges to universities:

1. Transfer students experience a "transfer shock." The university is usually bigger and, seemingly, more impersonal. Just the change of schools in itself requires an adjustment. The transfer shock usually wears off after one semester.

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[1] Van Alstyne, Carol. "The High Cost of Transfer: Hidden Penalties." *Community and Junior College Journal* 45:2; October 1974. pp. 12-14.

2. The university may have a negative attitude toward the transfer student compared to its native students. Where this may have been a problem, it is undoubtedly decreasing in importance due to the sheer impact of the rising proportion of community college transfers.

3. The transfer student may face new financial problems at the university. Expenses tend to be greater at a university compared to a community college, and less financial aid may be available.

4. The transfer student may experience loss of credit. This may result from one or a combination of reasons, such as the community college and the university not working closely together, students not knowing what educational program they want during their community college years, students not using skill in planning their community college programs, receipt of faulty information from either the community college or university counselors (or both), and students being caught in the middle when the program they began pursuing in community college did not match or mesh well with the available offerings of the university.

Communication between community colleges and universities. At least four kinds of deficiencies in communication can arise between community college and university:

1. A lack of clearly stated and published transfer policies by the community college and the university. Two phases of this problem can potentially exist: no clearly stated policies existing because of lack of coordination between community college and university, and insufficient dissemination of the policies even after they have been developed (such as in the institutions' catalogs and in brochures distributed to transfer students).

2. The community college and/or the university changing requirements without notifying the other. In fact, a problem can exist even if one institution notifies the other at the moment the change takes effect; notification of *impending* changes should be communicated between institutions.

3. Community college catalogs "guaranteeing" transferability of a course when in reality confirmation of the transferability has not been granted by the receiving institution. This is a serious flaw which all parties recognize and attempt to avoid.

4. Should community colleges label certain courses as nontransferable? This question perhaps has two parts: One deals with the philosophy of declaring community college courses either transferable or nontransferable. The second, assuming the community college has opted for declaration of courses as transferable or nontransferable, relates to the question of labeling in itself.

EXAMPLES OF COORDINATION AGREEMENTS AND PRACTICES

Most struggles to win some form of agreement or cooperation between community colleges and universities took place during the 1960's. Sometimes these struggles were directed toward legislative fiat; sometimes, toward institution-to-institution agreements.

Examples of state department of education coordination. It is interesting to note that, while the nine state coordination agreements summarized here contain many points in common, each has its own unique style and points of emphasis. Probably the best current source for complete information on this topic is Frederick Kintzer's *Updating Statewide Articulation Practices, 1974.*[2]

1. California. Executive Order #167 relates to transfer of credit for students seeking admission as undergraduate transfers in California and has been in effect since the Fall 1974 term. It states in part:

> Courses [from] a regionally accredited college or university . . . designated . . . for baccalaureate credit by the institution shall be accepted by any campus of The California State University and Colleges for credit toward its baccalaureate degrees. Appropriate campus authorities shall determine the extent to which such credit satisfied the requirements of a particular degree program. Credit not otherwise applied shall be accepted as elective credit. . . . Courses presented by transfer applicants which were completed at unaccredited institutions or [nontransfer] courses . . . shall be evaluated and their acceptability and applicability shall be determined by appropriate campus authorities. . . .
>
> Courses from accredited institutions which do not offer bachelor's degrees will be accepted when such courses are identified in the catalog or other official publications as baccalaureate courses. . . .
>
> A joint California Community Colleges-California State University and Colleges *Transfer Credit Review Board* shall be established. . . . In any issue concerning course transferability, it shall be the policy of The California State University and Colleges to accept the recommendation of the Transfer Credit Review Board. . . .[3]

The California State University and Colleges has stated by memo that it expects and calls for most conflicts to be resolved at the local level by discussion between the institutions involved.

Regarding general education, Title 5 for California State University and Colleges requires a minimum of 40 semester credits "general education—breadth" requirements. It further states:

> . . . Transfer students shall not be required to take additional general education—breadth units (including units for courses which are prerequisite to courses for which such additional units are credited) in excess of the difference between 40 units and the total number of general education—breadth units required by the campus.
>
> The unrevoked certification on behalf of a transferring student, by the president or his officially-authorized representative of [an accredited] college . . . of the extent to which the general education—breadth requirements . . . have been satisfied by completion of courses by the student at such accredited college, shall be accepted by any campus of the California State University and Colleges to which such student transfers. . . .[4]

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[2]Kintzer, Frederick C. *Updating Statewide Articulation Practices, 1974.* Gainesville: Institute of Higher Education, University of Florida, 1975.

[3]*Transfer of Credit, Executive Order #167.* Los Angeles: Office of the Chancellor, California State University and Colleges, January 26, 1973. 3 pp.

[4]"General Education—Breadth Requirements." Section 40405, Title 5. Los Angeles: Office of the Chancellor, California State University and Colleges.

A maximum of 70 semester (105 quarter) credits may be transferred toward baccalaureate requirements, and specific courses may be selected to meet major-field requirements from among all the community college courses taken by the transfer student (even if taken after the 70 credits have been completed). Any student with an overall GPA of "C" (2.0) or better is eligible for admission subject to admission quotas if necessitated due to inadequate resources at the receiving institution.

2. Florida. In 1965 (amended in 1970) a thorough "Policy Regarding General Education in Florida Public Higher Education" was adopted. It incorporated into the formulation of an associate degree program completion of 60 semester (90 quarter) credits with general education of 36 or more semester credits and achievement of a GPA of at least 2.0. The lower-division general education requirement shall be the responsibility of the associate degree institution, and upper-division requirements of the bachelor's degree institution shall not be of such volume as to extend the total program beyond the usual time requirements.

The university is given the authority of determining baccalaureate major-field requirements including courses taken in the lower division. Transfer of course credits not labeled as transfer courses will be subject to evaluation by the university. Credit generally is given for courses in which a "D" or better grade is received and no penalty other than loss of credit is given to other courses attempted.

Each state university shall list requirements for each program leading to the baccalaureate degree and publicize these requirements to other institutions in the state. In addition, each university shall include in its official catalog of undergraduate courses a section stating all lower division prerequisite requirements for each upper division specialization or major program. The agreement also calls for establishment of a review committee to review individual cases or appeals from transfer students.

3. North Carolina. North Carolina published in October 1973 an extensive "Guidelines for Transfer—Recommendations of the Joint Committee on College Transfer Students," sponsored by the North Carolina Association of Colleges and Universities, the North Carolina Association of Junior Colleges, the State Board of Education, and The University of North Carolina. It states that:

> Performance in a collegiate program is the best single predictor of success of prospective transfers. . . . Two-year college students who are ineligible to enter a four-year institution because of poor high school records should not be denied admission as transfer students on these grounds. [Junior college students] should be encouraged to complete their program at the original institution. An attempt should be made to provide equal access for each transfer student applying to a receiving institution. . . . Computation of grade averages for admissions eligibility should not provide an advantage nor a disadvantage for students transferring from institutions with nontraditional grading practices. . . .
>
> Credit for all passing grades from the sending institution should be accepted as transfer credits.[5]

[5] *Guidelines for Transfer: Recommendations of the Joint Committee on College Transfer Students.* Chapel Hill: University of North Carolina, 1973. 19 pp.

All colleges are encouraged to include on their transcripts an explanation of their grading policies. Specifications are given for acceptance of credit for incomplete grades and pass-fail or satisfactory-unsatisfactory grading systems. Universities are encouraged and given guidelines for acceptance of credits through credit by examination through the Advanced Placement Program of the College Entrance Examination Board, National Achievement Examinations, College Level Examination Program (CLEP); college level courses completed prior to graduation from the secondary school; military service credit; credit classified as "technical"; college level courses offered through university and college extension centers or contractual programs; and acceptance of transfer credit from co-op programs, field experience, and field placement.

Regarding business administration or economics:

> Senior institutions in North Carolina should accept for transfer credit from two-year [accredited] institutions . . .
>
> | | |
> |---|---|
> | Principles of Accounting | 6 sem or 9 qtr credits |
> | Principles of Economics | 6 sem or 9 qtr credits |
> | Business Statistics | 6 sem or 9 qtr credits |
> | Business Law | 3 sem or 5 qtr credits |
> | Electronic Data Processing | 3 sem or 5 qtr credits |
> | Introduction to Business | 3 sem or 5 qtr credits |
>
> For business, occupational, and distributive education:
>
> | | |
> |---|---|
> | Principles of Accounting | 6 sem or 9 qtr credits |
> | Principles of Economics | 6 sem or 9 qtr credits |
> | Shorthand | 6 sem or 9 qtr credits |
> | Business Statistics | 6 sem or 9 qtr credits |
> | Typing | 4 sem or 6 qtr credits |
> | Personal Finance | 3 sem or 5 qtr credits |
> | Introduction to Business | 3 sem or 5 qtr credits |
> | Business Mathematics | 3 sem or 5 qtr credits |
> | Business Law | 3 sem or 5 qtr credits |

Any other courses or upper-division courses are transferable at the university's option only on a course-by-examination basis or some similar validating procedure.

4. Maryland. The Maryland Council for Higher Education published a pamphlet entitled "Student Transfer Policies" in September 1975. Admission to public four-year colleges and campuses of the University requires an overall "C" (2.0) average as defined by the sending institution(s) or an associate in arts degree. It encourages community colleges to counsel their students concerning their chances for success in various programs at various institutions and calls for procedures to report the progress of transfer students. Each institution shall establish a position of student transfer coordinator.

It further provides:

> Course and semester hour requirements which students must meet in order to transfer with upper division standing shall be clearly stated. The establishment of articulated programs is required in professional and specialized curricula. Students shall be strongly encouraged to complete . . . an Associate in Arts degree or . . . 56 semester . . . credits before transfer. . . .

Transfer students from newly established public colleges which are functioning with the approval of the State Department of Education shall be admitted on the same basis as applicants from regionally accredited colleges.[6]

Completion of an associate in arts degree or 56 semester credits will normally result in transfer without loss of credits and with junior standing although graduation within a two-year period of full-time study is not necessarily assured.

The Associate in Arts degree shall serve as the equivalent of the lower division general education requirements at the receiving institution where [the number of credits at the community college is equal or exceeds those at the four-year institution]. . . .

The determination of the major program requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the degree.

Credit earned at any public institution shall be transferable to any other public institution as long as that credit was designed specifically for a college or university-parallel program, and providing its acceptance is consistent with the policies of the receiving institution governing native students following the same program. Transfer of credits from terminal (career) programs shall be evaluated by the receiving institution on a course-by-course basis. . . .

Community college [credit] shall normally be limited to approximately half the baccalaureate degree program requirement. . . .

Transfer students shall be given the option of satisfying graduation requirements which were in effect at the receiving institution at the time they enrolled as freshmen at the sending institution, subject to conditions or qualifications which apply to native students. . . .

Institutions shall notify each other as soon as possible of impending curriculum changes which may affect transferring students. . . .

Innovative programs in all institutions are encouraged . . .[7]

In the event differences of interpretation regarding the award of transfer credit are unresolved by the institutions involved, the sending institution has the right to present the case to the Committee on Articulation by addressing the Maryland Council for Higher Education.

5. Pennsylvania. The Division of Two-Year Programs, Bureau of Academic Programs, Office of Higher Education, Department of Education of Pennsylvania prepared in February 1973 (amended March 1973) *An Articulation Model for Pennsylvania.* Public institutions, working in an atmosphere of information exchange, are encouraged to develop and improve programs of public education:

Once a student has been certified . . . as having satisfactorily completed its prescribed general education program, no other public institution of higher education in Pennsylvania to which he may be qualified to transfer will require any further lower division general education courses in his program. . . . The associate degree . . . is to be the primary basis for admission of transfer

[6] *Student Transfer Policies.* Annapolis: Maryland Council for Higher Education, September 1975. 4 pp.

[7] *Ibid.*

students to upper division study in a state college or university and should be awarded upon completion of 60 semester hours of academic work and achievement of a grade point average of not less than 2.0 . . . provided that only the final grade received in courses repeated by the student shall be used in computing this average. The grade of "D" will be accepted for transfer and will count toward the baccalaureate degree in the same way as "D" grades obtained by native students. . . .

Lower division programs . . . may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. . . . However, the determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, should be the responsibility of the state college or university awarding the degree.

Students receiving the associate degree will be admitted to junior standing within the system of state colleges and universities. The specific institution that accepts the student will be determined by the preference of the student, by the program of major concentration, and by space available within the specific institution. . . .

Each state college or university department should list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the state. . . .

It is suggested that this model include a "Commonwealth on Coordinating Committee on Articulation" . . . [with] continuous responsibility for community college, state college, and university relationships on questions of articulation. . . .

[Private two-year and four-year] colleges form a vital link in the program of higher education in the Commonwealth and any agreement on articulation . . . should contain some provision allowing the private institution to participate.[8]

6. New Jersey. New Jersey's State Board of Higher Education has adopted a "full-faith-and-credit" policy concerning transfer and articulation between the public community colleges, Edison College, and the state colleges of New Jersey. It provides that:

Graduates of approved transfer programs shall be guaranteed admission to a state college, although not necessarily to the college of their first choice . . . graduates shall be considered to have met all [lower division] general education requirements of the state college. Each state college shall apply the same rules concerning acceptability of "D" grades of graduates which it applies to its own students. A state college may require [a maximum] of an additional 68 credits . . . to receive the baccalaureate degree unless such students change their major into an area for which their county college preparation may not have been appropriate. . . . Admission to a specific curriculum shall be determined by the college based upon the criteria which it imposes upon its own students.

County college students shall be encouraged to complete the associate degree prior to transfer. However, state colleges may admit nongraduates. . . . Acceptability for admission and acceptance of credits shall be at the discretion of the state college. Students who earn sufficient credits to graduate from a

[8] *An Articulation Model for Pennsylvania*. Harrisburg: Division of Two-Year Programs, Bureau of Academic Programs, Office of Higher Education, Department of Education, February 1973 (amended March 1973). 7 pp.

community college transfer program, but have not completed a specific course requirement, should be treated as if they were graduates provided that the missed requirement is not a requirement of the receiving state college.

State colleges may admit graduates or nongraduates of nontransfer programs and decide on the transferability of credits at their discretion. . . . When a state college establishes a program which has as one of its major purposes the enrollment of graduates of specific programs which are not formally designated as approved transfer programs, then such students shall be entitled to guaranteed enrollment in such a program.[9]

7. Massachusetts. In 1971 the Massachusetts Transfer Review Council was established to "foster improved student mobility among institutions of higher education." It has developed a "Policy for Facilitating Student Mobility in Massachusetts Higher Education" which provides:

Throughout public higher education in the Commonwealth an associate degree from any community college signatory to the Commonwealth Transfer Compact will be honored as a unit and construed as: (1) completion of at least 60 hours of work toward a baccalaureate degree, and (2) completion of at least 33 credit hours toward fulfillment of the general education requirements for the baccalaureate degree. Further, all associate degree holders will be subject to no special requirements beyond those specific as major department and/or graduation requirements for [native] students.

Students changing programs may expect that it will require more than four semesters to complete the sequence of a new major. "D" credit will be accepted toward the baccalaureate degree . . . but toward a major only if . . . for "native" students. . . . This unit transfer policy will accomplish the twin objectives of (1) providing unlimited opportunities for instructional and curricular flexibility in the two-year college sector, and (2) assigning to each two-year college full responsibility for meeting standards of equivalance for all programs submitted as transferable. Course credit for transfers from programs not conforming to Compact specifications will be evaluated by the receiving institution according to the applicability of those courses to the baccalaureate program in the major field of the student. . . .[10]

8. Kansas. Kansas has developed a "Transfer and Articulation Agreement" between two- and four-year institutions which reads:

A student who completes an Associate Degree based on a baccalaureate oriented sequence at a state and regionally accredited Kansas public community college and whose program of studies has met the requirements of the Kansas Public Community College-State College and University Transfer and Articulation Agreement will be accepted with junior standing and will have satisfied the lower division general education requirements of all Regents' institutions of the state.[11]

Some points of clarification are added:

The agreement would not include transfers from nonaccredited community

[9] "Resolution Approving a Full-Faith-and-Credit Transfer Policy Between the State Colleges of New Jersey, the County Colleges of New Jersey, and Edison College." Trenton: New Jersey State Board of Higher Education, May 18, 1973. 3 pp.

[10] *Policy for Facilitating Student Mobility in Massachusetts Higher Education: Commonwealth Transfer Compact.* Boston: Board of Regional Community Colleges, The Commonwealth of Massachusetts, May 1974. 6 pp.

[11] *Transfer and Articulation Agreement.* Topeka: Kansas State Department of Education. 2 pp.

colleges. . . . Other associate degrees and certificates may be awarded for programs which have requirements different from baccalaureate-oriented sequences or a primary objective other than transfer. Students in such programs wishing to transfer to public four-year institutions in the State of Kansas are to be considered outside of the terms of this agreement. Acceptance of course credit for transfer from such programs will be evaluated by the receiving institution on the basis of application of the course of the baccalaureate program in the major field of the student. . . . Each institution will define its own graduation requirements. . . . A transfer student may be required to take freshman or sophomore courses to meet particular requirements of a given major or minor. . . . Transfer students may be required to take general education courses normally required of junior and senior students the last two years of their senior college experience. . . . The spirit of the proposed agreement would indicate that transfer students are to be judged in the same way as nontransfer students.[12]

9. Michigan. Michigan provides an excellent example of a state looking beyond the present to the settlement of problems in this area. The Michigan Department of Education published in 1975 a booklet entitled "Planning for Continuous Occupational Education Programs Between Secondary and Postsecondary Education." It states:

> Many of the colleges and universities, and community colleges, have adopted an agreement providing guidelines on transfer students proposed by the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO). These agreements provide that students who complete an associate degree at a public community college have fulfilled the first two years' requirements of a baccalaureate degree. . . . Although the MACRAO agreements are a valuable first step in the articulation process, a number of serious problems remain:
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> 1. Students transferring *without* having completed all of the requirements of an associate degree are not covered by the agreement.
> 2. Not all institutions have yet signed the agreement. Thus, many students are not covered.
> 3. Students in occupational programs, even with completion of associate degree requirements, are not covered in the MACRAO agreements, even though a substantial proportion may ultimately pursue a four-year degree.
> 4. Although institutions may agree to accept credits upon transfer, often individual *courses* may not be accepted because of variations of course content, or because the senior institution may offer the course at the junior or senior level. . . .
> 5. The MACRAO agreements do not address the situation of the considerable number of students who transfer *from* a four-year institution *to* the community college. . . .
>
> In the area of program articulation, a number of institutions have developed "2 plus 2" programs, establishing a sequence whereby students in a two-year community college occupational program are provided a path to complete the final two years of a baccalaureate degree.[13]

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[12] *Ibid.*

[13] Porter, John W. *Planning for Continuous Occupational Education Programs Between Secondary and Postsecondary Education.* Lansing: Michigan Department of Education, February 1975. 15 pp.

In the booklet six specific recommendations are made for solving the problems outlined above. In March and April of 1976 grant applications for proposed projects entitled "Improved Articulation Between Two- and Four-Year Colleges and Universities To Include the Transfer of Students in the Associate in Applied Science Degree" and "Continuous Occupational Education Program Planning Between Two- and Four-Year Colleges and Universities" were prepared by the Vocational-Technical Service of the Michigan Department of Education.

Examples of community college-university coordination. A number of universities have developed and published policies relating to transfer students without state department of education participation. As can be seen by the five examples presented here, some are very brief and some are very extensive. Some concern the policies of an individual university campus; some involve entire university systems.

1. State University of New York. In November 1972, the Board of Trustees of the State University of New York adopted the following Transfer Policy statement to take effect in the Fall of 1974:

> Resolved that a New York State resident who is a graduate of a State University of New York two-year college . . . and who possesses an Associate in Arts or Associate in Science degree, shall be guaranteed an opportunity to continue his education on a full-time basis at a senior campus of the University . . . and be it further resolved that this guarantee will be extended to every such graduate who possesses an Associate in Applied Science degree as rapidly as appropriate existing programs are expanded and new programs developed.[14]

In a pamphlet on procedures, it was stated:

> The general posture of the State University is that transfer of students prior to receiving the associate degree be discouraged. . . . Graduates with an A. A. or A. S. degree will be accepted at the senior campus with full junior standing and given the opportunity to enroll in a program which will permit them to complete the requirements for a baccalaureate degree within not more than four additional regular semesters. (When a student wishes to major in a specialized field of study he should understand that additional time . . . may be required.) Baccalaureate degree-granting campuses are encouraged to provide two-year college graduates with the same consideration in financial aid awards as that given all other new and returning students.[15]

2. The University of Alabama. Under Title III of the Higher Education Act, the University of Alabama has developed formal university relations with over a dozen other institutions. In the summer of 1975, the University published a 321-page "Guide to Equivalence and Transfer of Junior College Credits."[16] The Guide is arranged in department and course title sequence. For each course title listed, the junior college(s) where it is taught is indicated, its UA (University of Alabama) equivalent course (if any) is given, and its

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[14] "Regional Articulation Meetings." Albany: State University of New York. 16 pp. (Unpublished)

[15] "Procedures for Implementing the Guaranteed Transfer of SUNY A.A. and A.S. Graduates." Albany: State University of New York, September 1973. 4 pp. (Unpublished)

[16] *The University of Alabama Guide to Equivalence and Transfer of Junior College Credits.* University, Ala.: The University of Alabama Institute of Higher Education Research and Services, 1975. 321 pp.

applicability toward the degree requirements of any one of eight major areas is indicated by the following code: A = Applicable as major, minor, basic degree requirement (core curriculum), or elective. B = Applicable as basic degree requirement or elective (cannot be used for major or minor credit). C = Applicable as a general elective only (may not be used for major, minor, or basic degree requirement). D = See footnote (indicates special circumstances or those which may not be covered adequately by A, B, or C. E = Not applicable (course will not count toward a degree).

For example, Accounting Principles I is offered at two junior colleges, is equivalent to AC 201, and transfers as a "B" [applicable as basic degree requirement or elective (cannot be used for major or minor credit)] in the College of Business Administration of the University of Alabama. The course counts as an "A" in Communications, Education, and New College; as a "B" in Engineering and Home Economics; as a "C" in Social Work; and as a "D" in Arts and Sciences.

3. New Hampshire. New Hampshire College, a private institution, and Plymouth State College of the University of Hampshire have individually developed and published policies pertaining to transfer students from community colleges. New Hampshire College states:

> New Hampshire College fully recognizes work completed at other institutions. Associate degree holders with a "C" or 2.00 average will usually be granted junior status. Each decision will, however, be made on an individual basis taking into consideration your degree objectives at New Hampshire College.[17]

Plymouth State College states:

> A student whose cumulative average has been below 2.0 will be expected to satisfy the Director of Admissions with other evidence of his or her fitness to perform satisfactorily at Plymouth. . . . The Colleges within the System will also transfer credit attempted after September 1970 for which a grade of "D" or higher was achieved. The College will allow credit transfer for courses which are appropriate to the curriculum desired and must be above the lowest passing grade or its equivalent on the Plymouth State College grading system. Not more than 65 semester hours of courses taken at two-year colleges will be accepted toward the baccalaureate degree. Students should send a copy of the catalog of the previous college attended to the Director of Admissions to facilitate evaluation of previous work.[18]

4. The University of Mississippi. In April 1974, the University of Mississippi published the second edition of "University of Mississippi Course Notations: Concerning a Uniform Course Number System in Mississippi Public Junior Colleges," a 38-page document. The booklet was directed to administrators and counselors in Mississippi junior colleges to help them in advising students with respect to the transfer of junior college students to the University of Mississippi. The notations of course credit transfer were made with the assumption that the student plans to major in the discipline under which the courses are listed; where transfer is desired in some other

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[17] *New Hampshire College 1976 Undergraduate Catalog*. Manchester: New Hampshire College, 1976. p. 17.

[18] *Plymouth State College 1976 Undergraduate College*. Plymouth, N.H.: Plymouth State College of the University of New Hampshire, 1976. p. 10.

area, the notations do not necessarily apply. In such cases, the appropriate department chairman or academic dean should be asked about transferability of specific courses.

Examples are: Junior College SEC 1103 Elementary Typewriting (I) transfers as Office Administration 101 at the University of Mississippi; SEC 1323 Clerical Procedures is given no credit at UM ("not applied to a business degree—this is a business course not offered at our lower division level"); BAD 1313 Business Mathematics transfers to UM as an elective ("business administrative students may use this course as a nonbusiness option"); BAD 2323 Business Statistics is given no credit ("not applied to a business degree—this is a business course we offer at our junior level").

In the section of the 1976 University of Mississippi Undergraduate Catalog which lists the courses of instruction, reference is made to the "Uniform Course Numbering System in Mississippi Public Junior Colleges." For example:

> 201, 202. Introduction to Accounting Principles. Accounting principles and procedures for proprietorships, partnerships, and corporations; preparation of financial statements; management's use of accounting data. (3, 3).—(JC 1213 & 1223).[19]

Where an equivalent junior college course does not exist, the catalog description omits any such reference.

5. The University of Albuquerque (New Mexico). Working through the Dean of Careers and Special Programs, the faculty of the corresponding departments analyze and review selected offerings which are offered or considered for credit transfer from community colleges and technical-vocational institutions in the state. For example, a folder published by the University in 1975 outlines college level transfer credits acceptable from the Albuquerque Technical Vocational Institute: Day Accounting Principles Lab I and II (U of A course ACCT 210 and 211), 6 hours; Intermediate Accounting Lab I (ACCT 301), 3 hours; Intermediate Accounting Lab II (ACCT 320), 2 hours; Principles of Management (BA 300), 3 hours (but transfer student must take BA 461 and BA 350 or 355 at U of A); Business Law (BA 310), 3 hours (but BA 311 must be taken at U of A for credit to be received).[20]

RECOMMENDATIONS

It is hazardous for any individual to state unilateral recommendations in the realm of educational policies. There may be value, however, in submitting a set of recommendations accompanied by a proviso that they be considered as points upon which to focus discussion and decision. A spirit of enlightened agreement seems to exist on the part of most educators that, to the greatest extent possible, the transfer student should be able to fulfill

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[19] *The University of Mississippi 1976 Undergraduate Catalog*. University, Miss.: The University of Mississippi, 1976. 309 pp.

[20] "College Level Transfer Credit: Albuquerque Technical-Vocational Institute." Albuquerque: New Mexico Technical-Vocational School, Espanola Campus, University of Albuquerque. 4 pp.

his/her four years of baccalaureate requirements finding no more pitfalls than would his/her counterpart who enrolled in the university as a freshman.

With this assumption, the following recommendations are offered. They are written from the vantage point of the faculty or student interested in a baccalaureate degree in business. (The recommendations assume throughout that the community college is accredited.)

Recommendations relating to course transfer. Five recommendations refer to transfer of community college business courses to universities:

1. A community college business course which is identical or parallel to a lower-division university course required for a baccalaureate degree in business should be accepted by the university in lieu of the university course for as many units as the university grants for that course.

2. A community college business course identified by the community college as a transferable course which is *not* identical or parallel to a lower-division university course required for a baccalaureate degree in business should be accepted by the university for lower-division elective credit in business.

3. Where a community college has identified a business course as nontransferable, a university should consider it for transfer as a lower-division elective course in business and reject it only if it contains portions of subcollegiate content or material.

4. Regarding extent of investigation, the university should ordinarily be willing to determine whether or not a community college business course parallels one of its own business courses by examination of the community college catalog. At the same time, it should feel free to pursue the matter further when necessary by requesting additional information about the course outline and the instructional materials assigned. On the other hand, the extent of investigation when considering transfer of a business course which the community college has labeled nontransferable should necessarily be intensive and perhaps might involve additional procedures such as studying copies of examinations and holding discussions with the community college instructor(s).

5. The university should have the authority to prescribe the requirements for a baccalaureate degree in business including the lower-division requirements. This authority would include specifying the required business courses, the number of business credits required, and the number of elective business and nonbusiness credits it would permit for the transfer and native student alike.

Recommendations relating to communication. Five recommendations concern communication between the community college and the university for the benefit of the transfer student:

1. In the section of the community college catalog containing course descriptions, where a business course is parallel to a business course at a neighboring university, the university *number* should be included at the endpoint of the description. Where a community college business course is transferable to the university as an elective, a form of appropriate indication

should be included at the endpoint of the description. Similarly, non-transferable business courses should be clearly labeled as such.

2. In the section of the university undergraduate catalog containing course descriptions, the numbers of parallel courses from neighboring community colleges should be included at the endpoint of the description.

3. Community colleges within a state should develop a common numbering system for their business courses (e.g., all business courses with identical or similar titles or content would have the same course number).

4. The university college/school/division of business should cooperate with its own university person in charge of relations with other schools in developing and publicizing fair policies so as to minimize loss of credit for the transferring business student.

5. Close relationships should be developed or continued between the business faculties (and counselors) of the university and its neighboring community college. These relationships include: (a) advance notification of changes in the curricular content or requirements of the business programs in either the community college or university, (b) annual meetings with carefully prepared agendas and ample open discussion time, (c) holding or participating in orientation programs for persons considering application for admission to the university as business transfer students, and perhaps (d) development of a program of faculty exchange.

Recommendations relating to transfer students. Four recommendations deal with students transferring from the community college to the university:

1. Students transferring from a community college to a university should be permitted to (a) transfer community college business courses in which they received a "D" grade in the same manner which the university handles "D" grades earned by its native students, (b) take advanced placement examinations or otherwise challenge for credit any business course in the same manner the university permits its native students to do, (c) "return" to a community college to take a lower-division business course for fulfillment of a major course requirement even though they had at the time of transfer already completed the total number of transfer credits which the university permits to count toward the baccalaureate degree.

2. Both the transfer and native student should have identical grade-point average requirements imposed both for entry into the university business program and for granting a baccalaureate degree in business.

3. If there are tight enrollment quotas, it appears natural that a university freshman should have priority to continue into the junior year of the university's baccalaureate degree program in business over the student who wishes to transfer as a junior from another collegiate institution.

4. Once a transfer student has been accepted by the university, he should have the same rights and be considered in the same spirit as a native student when it comes to competing for enrollment in high demand business courses, financial aid, and student recognition awards.

CHAPTER 11

Developing Education for Business in Four-Year Colleges and Universities

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Collegiate schools of business have experienced a significant growth throughout the past decade. The popularity of college of business curriculums leading to the bachelor's and master's degrees in business is reflected in the increasing number of students who enroll in such courses and programs. Students have perceived that graduates in the labor market find it a definite advantage to have some specific, career-oriented preparation in addition to a more general academic university education. Today's university student views the future with a seriousness of purpose.

Among those schools which have shown significant growth in the past decade is the College of Business at Eastern Michigan University. This growth is reflected in the number of career-oriented programs offered by the college, the number of student majors enrolled, and the number of different bachelor's and master's degrees granted. The undergraduate program offered by the college is accredited by the American Assembly of Collegiate Schools of Business (AACSB). In 1975-76, the college of business employed a faculty of 90 persons and enrolled approximately 4,000 student majors.

The curriculum of the college includes more than 25 career-oriented business programs; the business teacher education program and faculty have been successfully integrated into the college of business. Students who complete specified programs of study earn either the bachelor of business administration or bachelor of business education degrees; advanced-study programs lead to master's degrees in each of those two academic areas. A master of science degree for nonbusiness undergraduates is offered in accounting and in computer-based information systems.

The College of Business at Eastern Michigan University offers a comprehensive and diversified program of education for business. Its operation represents trends and developments that have taken place in recent years in many collegiate schools of business. The following discussion of education for business is based in large part on experiences at Eastern Michigan University.

THE EMERGING UNIVERSITY AND ITS COLLEGES

Colleges and universities have undergone significant change over the past few decades. Mission statements adopted for these institutions in their

early histories have been examined and reexamined with new goals established to give direction to the development of programs within those schools.

An example of a university that has undergone significant change, one viewed as a "university in transition," can be seen in an examination of historical developments at Eastern Michigan University. The university, founded in 1849 as a normal school, had a primary mission of preparing public school teachers. The university fulfilled that mission well and established a statewide and national reputation for the quality of its program and its graduates. Today, while the teacher education program of the university continues to be viewed as an important one, it is no longer the dominant program offered. As late as the 1960's, two-thirds of the students enrolled at Eastern Michigan University were in the teacher preparation program; today, less than one-third of the 18,000 students on the university's campus are enrolled in such programs. A significant aspect of that period was the emergence of professional colleges with the college of business leading the way.

The origin of the College of Business at Eastern Michigan University involved the offering of courses in the 1940's with an emphasis on handwriting and recordkeeping. Over a period spanning several decades, additional courses and faculty were added. In 1964, the college was given official status within the university, and a dean was selected to head up its administration. Today, it is one of four colleges on campus that offer students a breadth of educational opportunities.

The university provides for campuswide program coordination through its administrative structure. The deans of the various colleges serve on the executive council of the vice-president for academic affairs, and they represent at that level all aspects of their college's educational operation.

One important aspect of the executive council is its capability to provide articulation and coordination of courses and majors developed by departments within the various colleges. In addition, a faculty assembly, with delegates elected by departments from throughout the university, as well as a teacher education council, provide additional input and act as a sounding board for interdepartmental or intercollege matters that reach the vice-president and his executive council. The voice of the college of business in these matters is an important one and represents a major thrust in new and continuing program developments.

The academic programs offered by the college of business include provisions for concentrating studies in selected professional areas as well as providing for general academic development. Business administration programs leading to both the bachelor's and master's degrees give special emphasis to the behavioral and quantitative sciences used in the development of analytical skills and problem-solving techniques which are applied to problems in business and industry. Instructional emphasis is given to mathematical model building, systems analysis, computer application, decision-making simulation, and research methodology. Those students who wish to become teachers of business subjects complete a prescribed sequence of professional courses in the field of education as well as acquiring

academic specialization in selected areas of business administration. All students pursuing a college of business degree complete at least 48 semester hours of course work in economics, psychology, sociology, mathematics, and other related liberal arts courses. The professional preparation provided through the college of business is a diversified one based on a sound educational philosophy of preparation for life roles.

PHILOSOPHICAL FOUNDATION FOR PROGRAM DEVELOPMENT

Programs of education in reality are based both on philosophical foundations and pragmatic considerations. As the budget crunches of the 1970's and the demands for accountability continue to bring pressure on administrators and faculties of our universities, it is important that the philosophy that undergirds curricular decisions be maintained in perspective. College of business faculties and administrators generally acknowledge the following as important among the philosophical foundations that provide direction for the education for business curriculums. Although not all-inclusive, these statements reflect a concern for quality in the total educational experience.

1. An important characteristic of a profession is its dependence on a body of specialized knowledge that can be acquired through formal education.
2. A profession has a proper and continuing interest in programs of higher education designed to impart knowledge drawn from a specific body of content to prospective career professionals.
3. The continuing pursuit of knowledge and information by the employed professional is a need that must be met through educational opportunities made available in a variety of school programs.
4. A dichotomous concern has existed among many educators relative to the most appropriate composition of the educational program that prepares business teachers and the most appropriate academic organizational setting for that program; the close relationship of the content area of the business teacher education program has caused many business teacher education programs to be placed in a college of business.
5. The design of a particular curriculum and the courses to be offered as part of it clearly fall within the province of a faculty employed with responsibility in that area; in addition, recognition is given to the valuable contribution and input to be made by the professional community that is related to a given curriculum.
6. A business curriculum and the courses that are a part of it are viable and ever-changing and must be subject to continual evaluation in light of the needs and demands of the related professions.
7. There is a unified core of basic subject matter that is important for all persons preparing for professional business careers; that unified core is built in as a basic part of the requirements for all majors in the collegiate school of business.
8. The establishment of high standards for academic endeavor and achievement is important to the fulfillment of the objective of preparing well-qualified persons to enter the business world.

9. The academic qualifications and the professional experience of faculty members in a college of business are important dimensions in the success of the educational program.
10. Mathematics and the concomitant application of quantitative methods to decision making are reflected in courses and content emphases in all departments; this development in business operations has an impact on both specialized and general courses.
11. The current and future needs of employers and students are given important consideration in the planning and modification of academic programs offered to the student body.

The most important focal point in the program must be teaching. Throughout the history of American education, certain constants have persisted and only quite recently have they begun to change. The most pervasive constant is the teacher-student relationship. Teachers strive to impart the cultural wisdom and professional skills they have learned. This primary function presupposes a constancy of environment that only recently has been questioned seriously, and no longer can it be assumed that the "old" know and the "young" must learn.

Teachers and students must work together to understand the world in which they will work and live. Teachers and students must engage in a common enterprise in which they participate with equal interest and equal respect for each other.

There is some recent evidence to indicate that a revolution against traditional modes of education is beginning to take place. This revolution, a third revolution, is concerned with the quality of education. It has been preceded by a revolution in quantity of education followed by a second revolution giving emphasis to equality of opportunity.

Colleges of business, along with industry and government, have an important interest in the quality of education that meets the needs of business. American business has helped finance the educational system both directly and indirectly. The business world is heavily dependent upon an educational system that determines the quality of people who will ultimately become managers, employees, and consumers. If colleges of business fail to prepare people to understand business in its totality and to recognize business as an integral part of a complex social order, they will have failed to achieve an important part of the total mission no matter how many thousands of students are graduated.

IMPERATIVES FOR ESTABLISHING A UNIFIED PROGRAM OF EDUCATION FOR BUSINESS

In establishing its program of studies, any organization or institution must have a clear delineation and understanding of the purpose for its creation. Fundamental to its success is a statement of the mission it is to fill in society. Measurements of accomplishment ultimately reflect the stated mission. This is especially important in professional schools of business since the business world is directly or indirectly involved in almost every aspect of life.

Colleges without a clear perception of their mission frequently attempt to be "all things to all people" and seldom meet the service needs of any.

A unified program of education for business is important to the fulfillment of the mission of most collegiate schools of business, and such a program is dependent upon many factors. In a unified program, all aspects of the total program are seen as moving toward the accomplishment of a central purpose; the whole of the unified program of education for business is indeed greater than the sum of its parts.

A well-established and successful unified program is based largely on a clear understanding of the major purpose to be achieved within the program. To achieve the purpose, there must be a faculty that is not only well-qualified but employed effectively. Academic programs must be responsive to individual and corporate needs, and a desire for academic excellence must permeate both the faculty and the student body. Organizational design that encourages and facilitates change is important. Through the utilization of an integrated systems approach to curriculum planning, many objectives of the unified program can be met. The evaluation of the program is a final and most important task to be accomplished. A properly designed public relations program serves both the college and its student body. Each of these factors, important in its own way to the achievement of a unified program of education for business, will now be discussed in some detail.

The mission. The mission of many colleges of business is to emphasize service to the residents of the geographic area where the colleges are located. Students must then be offered the opportunity to acquire a knowledge and understanding of the business and economic system which is both general and localized. Students must also develop marketable business skills; the establishment of high philosophical, moral, and ethical standards of human conduct completes the preparation for business careers.

To be honest in fulfilling its mission, a college of business must maintain excellence in education through establishing high standards of teaching by holding to a reasonable faculty-student ratio and by fostering a dedicated commitment to students. An important commitment is required on the part of the faculty and staff to participate actively in the business, professional, and social life of the area served. Contributions to the business and academic community through scholarly research, publications, and other professional activities is another important aspect of mission fulfillment.

Academic programs which are designed and implemented must be responsive to a variety of personal, business, and community needs. Baccalaureate and master's degree programs will be established to meet basic preparation needs. Doctoral degree programs will be established only after advanced preparation needs have been determined and verified. Noncredit courses, seminars, and conferences will help meet the education needs of many individuals, including business executives, government employees, and professional groups.

Faculty qualifications. Professional excellence for faculty and staff will be enhanced by appointing persons to the faculty who have completed a concentrated, specialized study in the appropriate academic field of study.

These persons also must have had successful, full-time employment experiences in their field of specialization, and many will have acquired special certification or licenses in their field of expertise.

Excellence in teaching should be a hallmark of the faculty. This emphasis on excellence is attained in a variety of ways, including the following: (a) the sustained refinement of teaching methods and techniques, (b) the completion of comprehensive surveys of the literature in an area of specialization and the application of it to instruction, (c) the publication of textbooks and articles in reputable professional journals, (d) participation in professional associations, (e) performing community and university service, and (f) service as a consultant to business firms and government agencies.

The retention, promotion, and tenure of faculty is of significant concern. Criteria must include high-quality classroom teaching; demonstrated evidence of continuous updating of academic qualifications and professional experience; and increasing scholarly productivity. The administrative organization must encourage, support, and reward outstanding faculty.

Program of studies. The professional school of business must have an education program that includes basic requirements and meets established specifications and standards. Education for business must be grounded in a thorough knowledge and understanding of economic theory and the free enterprise system. It also must be responsive to social, economic, and technological change; and it needs to reflect the application of evolving knowledge in the behavioral and quantitative sciences.

The American Assembly of Collegiate Schools of Business (AACSB) requires that approved education for business programs provide students with a common body of knowledge. Business programs according to AACSB guidelines include:[1]

1. A background of the concepts, processes, and institutions in the production and marketing of goods and/or services and the financing of the business enterprise or other forms of organization
2. A background of the economic and legal environment as it pertains to profit and/or nonprofit organizations along with the consideration of the social and political influences as they affect such organization
3. A basic understanding of the concepts and applications of accounting, quantitative methods, and information systems
4. A study of organizational theory, behavior, and interpersonal communications
5. A study of administrative procedures under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

The common body of knowledge helps to form the base upon which more specialized knowledge is developed.

Program planning. Successful education programs develop after careful planning has been accomplished. Planning requires a strategy for establishing instructional goals and achieving standards. Those charged with the responsibility for curriculum planning must utilize strategies that will help

[1] *AACSB Policies, Procedures and Standards, 1974-75*, p. 28.

assure effective programs. The following are characteristics that are basic to strategic curriculum planning:

1. Establish advisory committees that include faculty, students, and business executives; and utilize them effectively.
2. Determine occupational trends through follow-up studies, job analyses, and job performance studies.
3. Develop instructional objectives that reflect common business employment as well as selected types of employment within business.
4. Develop a common core of courses and experiences desired.
5. Provide for a systems approach to program planning, budgeting, and evaluation.
6. Foster a professional development program that provides for leadership and staff needs.
7. Provide for evaluating business programs in terms of student development and performance.
8. Encourage and facilitate multidisciplinary programs and research.
9. Identify and assist in implementing and supplementing educational efforts of the private sector.
10. Develop and support innovative educational materials, media, and instructional systems for all areas of education for business.
11. Reassess standards of achievement and establish rewards for excellence as an ongoing function.
12. Give emphasis to community liaison and encourage alumni and public relations.

Systems approach. Utilizing a systems approach to program development helps to assure the attainment of stated goals. The use of an integrated systems approach to academic program planning should include at least three areas: (1) the business environment, (2) business information and intelligence systems, and (3) business operations. The systems approach will place emphasis on program goals and projects rather than upon rigid and compartmentalized business functions. It gives emphasis to the process and substance of decision making and helps avoid the temptation to merely follow traditional descriptions of courses and programs.

The systems approach also can provide a needed flexibility for program expansion, contraction, or revision without changing the administrative structure of the educational unit. This flexibility will be a particularly important feature during the next decade. Change must be fostered and treated throughout the curriculum. A systems approach encourages more effective use of faculty resources by permitting faculty members to identify with and participate in areas and programs of professional interest.

Evaluation and rewards. The evaluation of educational quality requires input from many sources—the faculty member, the student, and the employer. A variety of methods can be utilized for establishing a data base from which evaluative decisions are made. Some commonly used methods include: self-evaluations by the faculty member, peer evaluations, department head

evaluations, student evaluations of faculty and courses, performances during internship periods, follow-up studies, and employer evaluations of recently employed graduates.

An important element in any evaluation program is a reward system. Both faculty and students function with greater effectiveness when the reward is immediate and direct. A faculty reward system can range from special recognition and substantial financial awards for distinguished service and achievement to the reduction of teaching loads and the provision of support services to enhance future achievements. Merit salary adjustments, when not prohibited by union contract provisions, can provide incentives as well as rewards for performing above the norm.

Students respond readily to rewards for excellence. Commonly used forms of special rewards that are effective include: cum laude designations at graduation; special selection for "honors" class sections; dean's lists; designation of outstanding freshman, sophomore, junior, or senior class members; honors fraternities and sororities; college-sponsored honors banquets; and special university convocations.

Public relations. A well-developed public relations program is essential in colleges of business. It is generally recognized that students are the most effective public relations medium. However, colleges must also rely upon all forms of printed material, public communication media, and personal contacts to acquaint potential students and potential employers with the college, its standards of excellence, and its accomplishments.

It is in the public sector where the program of the college will receive a critical appraisal; it is also here where factual information must be presented effectively. Public understanding of the program of education for business, particularly among key businesses and industries, will help establish the reputation of the college and aid on-going attempts to hold and upgrade programs of high quality.

EXPERIENCES IN THE REORGANIZATION OF A COLLEGE OF BUSINESS

It has become increasingly clear during the past decade that some modern American universities are questioning their effectiveness and efficiency in completing their established missions. This is often true in colleges of business that have been the victims of explosive growth in student enrollment and the simultaneous expansion of educational and training responsibilities. The true significance of size, the rate of change, and the nature of change have often been missed by educators.

Meeting the challenges of education for business in the future may well depend upon the ability of educational leaders to do the following: (1) obtain academically qualified students and faculty who are committed to the achievement of new goals; (2) design and apply more creative and innovative instructional methods; (3) achieve total dedication, effort, and interest of students; and (4) establish and maintain constant interaction among educational institutions, businesses, and students.

In the short term, it often appears to administrators and faculty that innovative changes create more problems than they solve. The important

decision to be made by both the administration and the faculty, however, is very simple—to focus on the future and the needs to be met. Environmental circumstances often seem to reject long-range planning efforts, and significant changes are viewed as unrealistic, impractical, or impossible. Administrative leaders must avoid this position since its acceptance signifies an administration that has ceased to function effectively and a leadership which in any meaningful sense is weak.

Substantial improvement in organization and programs is always a realistic possibility; in fact, it is a necessity in colleges of business. Movement toward accomplishing change may depend upon a dramatic revision of the role of the dean.

A proper role for the dean of a college of business includes administrative, leadership, and advisory elements. With regular, internally derived performance data from each important unit and/or department in the system, the dean will be prepared to think and talk creatively with the leading representatives of each level of the organization. Such discussions should focus on the subunit objectives and progress. If subunits are expected to help themselves, a large degree of financial and administrative autonomy must exist within those units; but top-level support and precise, timely information is vital. Some deans may find it impractical, or perhaps impossible, to grant the autonomy desired unless department heads, chairmen, or team leaders possess needed qualities to assume their role in providing leadership for change.

To insure faculty participation in planning and implementing desired future changes in one college of business, it was determined that the formation of a college planning and development committee was essential. The committee, numbering 10 or more, included representatives from academic departments, the college faculty council, business advisory committees, and the student body. The dean found it advantageous to serve as the chairman, so that he could provide direction and leadership to the committee in carrying out its assignment. The planning and development committee had the task of defining the present status and future role of the college of business as well as developing an action plan for achieving established goals.

Members of the committee spent approximately two months gaining a historical perspective and insight into the current status in the college of business and trends over an eight-year period. A systematic review of college and departmental annual reports, self-studies completed for accreditation by the North-Central Association of Colleges and Schools and the American Assembly of Collegiate Schools of Business, and budget requests supplemented other pertinent information that was requested. Numerous conferences were held involving the dean, department heads, faculty members, and other appropriate university administrators. A search of current literature relative to trends in higher education and innovative changes and projections in colleges of business was important in shaping and supporting decisions.

The Committee established subcommittees for the purpose of making a critical appraisal of the several areas and to prepare recommendations for committee consideration, including the following:

1. Role and mission of the college of business
2. Student enrollments and credit hour production—past, present, and future
3. Historical development of education programs and a review of existing programs and projected needs
4. Public services and external communication
5. Faculty and staff qualifications and performance—present and future
6. Administrative, staff, and instructional costs
7. Facilities and equipment—classrooms, laboratories, and offices.

Reports received from the various subcommittees provided a much clearer concept of the history and development of the college of business. A sharp focus on both strengths and weaknesses in all areas investigated provided a sound basis for realistic planning and development for the future. A college reorganization plan emerged, and the first two phases of reorganization have been implemented.

A third phase, presenting a nontraditional approach to college reorganization and one which centers on operational functions rather than individual departments, has been developed by the dean of the college. This third phase will require additional refinement and development; it was presented primarily to provide "food for thought" for faculty and department heads as future developments are contemplated.

The new plan of organization provided for greater cooperation among the departments and helped minimize the competition that had existed whereby each department had to strive to maintain its own territory of operation. Exchanges of faculty between departments, as well as establishing provisions for interdepartmental cooperation in program planning and course offerings, were encouraged. In an important sense, the "walls" that had been erected around each department were removed.

The role of the faculty and the individual departments must be examined to appreciate the development and operation of the curriculum of a college of business. Program development, based on interactive and coordinated efforts of many persons and units, is one of the vital goals of the organization.

ROLE OF DEPARTMENTS IN PROGRAM DEVELOPMENT

The faculty of academic departments in a university plays an important role in the development of curriculums and programs. When faculty is hired in part because of special expertise and in-depth knowledge of a particular field, it is important that their expertise be properly brought to bear on the process of course and program development. Special interests are, of course, balanced with a concern for the overall thrust of the college's program and for the total education of the individual student.

Historically, faculty have been involved in various ways in the process of course and program development. Departments, depending partly on the number of faculty involved, screen course and program proposals through special committees and/or through general faculty meetings. An "Educational

Programs Coordinating Committee" (EPCC), headed by a faculty member, served in an advisory capacity to the dean and reviewed all proposals for new or revised curriculums. It was not unusual for proposals to be returned to a department for additional work following a review by the EPCC. This process provided for interaction among various faculty and departments and facilitated contributions that could be made by various personnel throughout the college.

With the advent of the faculty union, officially installed in 1975, opportunities for faculty input into the curriculum development process became even more formalized. The faculty, represented by the American Association of University Professors (AAUP), negotiated a contract that contained the following provisions: "Recognizing the necessity for meaningful faculty involvement in the area of selection and evaluation of faculty members, curriculum development, and utilization of financial resources, the following procedures for involvement of faculty shall be used." The contract then called for each college and its respective departments to develop a system that would provide for faculty input in the area of curriculum and instruction. The committees were established as being advisory in nature to assist department heads in carrying out assigned responsibilities.

Most academic departments organized in such a way as to include a curriculum committee that had specific responsibilities for course and program development. Some departments with only a limited number of faculty members handled the curriculum function as part of a larger responsibility. One curriculum committee was charged with the following specific responsibilities: "(1) Receive, review, and where appropriate, initiate proposals for new courses and programs. Where appropriate, existing courses and programs will be reviewed. (2) Establish formats for course syllabi, including where appropriate, objectives which relate to desired student competencies. (3) Assist the department head in conducting periodic evaluation of instruction, emphasizing content rather than style. (4) Establish criteria for exceptional teaching loads. (5) Perform other related duties as directed by the faculty and/or department head."

"Input" became a word heard often by administrators and faculty as the contract was written and implemented. A counterpart committee to deal with curriculum matters was established at the college level to serve in an advisory relationship with the dean of the college. Relationships between the two levels of committees is illustrated below in an explanation of procedures generally followed in reviewing and approving proposals for new courses and/or programs.

To illustrate the departmental role in curriculum development and the functioning of the various committees, the following describes the steps that either were or would be taken by a faculty that wished to pursue the development of a new major in "Legal Studies in Business." Four faculty members, each of whom was an attorney as well as a full-time professor in the college of business, identified a need for students to have an opportunity to pursue courses leading to a degree in business administration. The solid preparation

in business along with law and general education courses would prepare the student for a career in business or possible entrance into a law school following graduation. A "prelaw" studies program, available on a liberal arts basis, proved to be somewhat popular as an "unofficial major" for students within the university but did not provide opportunity for alternate career preparation.

Having identified a need for the program to their own satisfaction, the following steps provided for faculty involvement and input. Although some minor modification or variation of the steps and procedures might be found in some curricular areas, these illustrate the basic spirit of input and involvement found in the course and program development process.

1. The senior faculty member among the four legal studies professors discussed the general concept of the program with the department head and secured general support for the idea.
2. The four faculty members developed a general outline of the program and courses that would be taken in the new major. Courses included those offered in the area of law by other departments from outside of the college of business. Two new courses were identified as being desirable in this new major. An outline for each of the new courses was developed.
3. The general outline of the new major and the new courses desired was presented to the curriculum committee of the department. The committee gave the proposal an "approval in principle" but referred it back for additional development with some emphasis being placed on providing supportive data to substantiate the need for the new major.
4. Additional investigation was conducted by the legal studies faculty including a visit to an out-of-state school that offered a similar program and a survey of currently enrolled students to determine general student interest and expressed need.
5. A more detailed report, including the justification data and some revisions of the content of the major, was presented to the curriculum committee. The committee approved the proposal as presented, and it was referred to the department head for approval and further action.
6. A meeting involving faculty from the department of political science, which had a major interest in the prelaw program on campus, gave the respective department heads and selected faculty an opportunity to discuss the major thrust of the proposal and its possible impact on campuswide offerings. The discussion in the meetings brought out mutual and individual concern—some were resolved in the meetings and others were left to be addressed at appropriate times in the future as the proposal progressed through other procedural steps.
7. The proposal was accepted and approved by the department head and sent to the dean of the college where it was referred by the dean to the curriculum committee of the college.
8. With the approval of the college's curriculum committee, the proposal was acknowledged and accepted by the dean and returned to the department for final preparation of the proposal for a new major using a detailed form provided by the state department of education. The proposal then moved forward to the vice-president for academic affairs.

Upon favorable review by the vice-president and his council, and in the absence of unresolvable objections by other academic departments throughout the university, the proposal would then go to the Board of Regents and ultimately to the Board of Education for final approval. Once approved, the major becomes an integral part of the university's curriculum and is described in catalogs and descriptive brochures.

Throughout the entire process described above, faculty involvement and program integrity is maintained. Questions that are frequently raised relate to whether or not the program will be "good for students" and whether the program is rightly part of the total college program. The acceptability of program graduates in the labor market is also a major concern. The impact a new course or program may have overall on college, departmental, and university operations is also an important consideration. Ultimately, the cost of the new program, the qualifications of present faculty to handle the program, the adequacy of facilities and library materials, and other specifics related to the administration of the program must be answered and resolved.

The interaction of faculty from other departments within the college as well as those outside the college sometimes causes discomfort for those who would prefer to have a proposal more readily accepted and transmitted through channels. Nevertheless, ultimately the proposal and the program to be offered are stronger and sounder as the result of the examination, the interrogations, and the interaction provided in this process. The process is sometimes rightfully criticized as being time-consuming, but proposals that are carefully prepared and well-developed at the outset can enjoy surprising speed. The diversified programs of departments in a college of business reflect the effectiveness of this procedure. A case study involving the establishment of a shopping center management program illustrates the dynamics of the program planning operation and also illustrates how forces outside of the college can have a positive affect on program planning and development.

NEW PROGRAM DEVELOPMENT—A CASE STUDY

The idea to develop a shopping center management program originated in a conference between an alumnus whose marketing major led him to a career in shopping center management and the dean of the college of business. The idea was challenging in light of the needs of approximately 13,000 shopping centers in the United States and Canada plus hundreds more throughout the world. No college or university had established an educational program for training these professional managers. Attempts by trade associations to prepare individuals with widely differing academic backgrounds and experience for unique management roles through seminars were not adequate to meet training needs. From this conference with an alumnus, a unique program with multidisciplinary dimensions developed.

The dean of the college discussed the idea with the head of the department of marketing, and a need and feasibility study was conducted by the

faculty. Professional product planning and marketing strategies were applied to program development. The history, present status, and future trends in shopping center development were studied. The importance of shopping centers in the marketing system was analyzed. Job analyses provided insight into the knowledge and skills required by shopping center managers. Related educational programs in colleges and universities as well as the training programs sponsored by associations were investigated.

An endless number of personal interviews and conferences were held with shopping center managers in small and regional centers. Exploratory visits were arranged with executives in the Michigan Council of Shopping Center Managers and with similar persons in the International Council of Shopping Center Managers. Selected members of the marketing faculty were requested to attend conferences, courses, and seminars conducted by the councils. Cooperation and assistance were secured from the largest developers of shopping centers in the United States.

Good communication with administrators and faculty members was of major importance during the development of the new shopping center management program. Frequent oral and written reports were made. Conferences were held with department heads and faculty members whose existing courses were being considered for inclusion in the new program or when new courses appeared to be needed. Department heads and faculty members from all departments within the college had direct contact with the program designers, and the faculty exercised a major role in the design of all new course proposals.

Research indicated that there would be a phenomenal growth of planned shopping centers during the second half of the twentieth century. By 1972, more than 42 percent of the retail trade in the United States and Canada was being conducted in shopping centers.

Because shopping center growth had been so rapid, the professionals in the business—developers, builders, financiers, realtors, architects, engineers, attorneys, insurance specialists, managers, promotion directors, and retail merchants—were concerned primarily with practicing their various specialties in an ad hoc fashion. The development of an organized body of knowledge for the use of specialists as well as novices in the field and students interested in the shopping center industry was an expressed need.

Shopping center council executives, developers, and operators had demonstrated a need to organize, analyze, and transmit information on that complex industry. However, there was unanimous agreement that the educational effort needed to be extended beyond the industry and into the university classroom if professional managers were to become available. University instruction was also believed to be needed to give insights into shopping center development, management, and administration to city planners, bankers, architects, and attorneys who would likely become involved with shopping centers without necessarily becoming developers or managers.

Survey participants also recognized that the problems of the shopping center industry were subject to the same analytical techniques used by

managers in other industries. It was also believed that the implication of shopping center development extended into city planning, community development, and social relationships to a greater degree than many other industries. Hence, shopping center problems provided an excellent framework where students of business administration could sharpen their analytical skills and enrich their total educational experience.

Successful developers and managers of shopping centers reported a continuing need to improve their expertise. Sources for obtaining the knowledges and skills needed were almost nonexistent. Investigation revealed that successful practitioners were adept in real estate evaluation and acquisition, financing, leasing, financial administration, retailing, low-risk management, security, promotion and advertising, and public relations.

The identification of the following relevant business skills, all closely aligned with the mission of the college of business, established a defensible rationale for the development of a proposal for an undergraduate major in shopping center management as a viable option for students seeking bachelor of business administration degrees.

Relevant Business Skills To Be Acquired in the Shopping Center Management Program

Skill	*Description*
Human Relations and Communications	Recruitment, selection, placement, training, and motivation of personnel. Philosophies of management and the human resource. Elements and practices underlying administrative communication.
Information Systems	Design and maintenance of information flows within the organization. Utilization of information theory and decision theory to design management information systems.
Real Estate	Characteristics of land, property rights, estimating the demand for a project, and planning the project. Special emphasis given to ground leasing—both legal and business aspects.
Financing, Costs, and Risk Management	Financing sources, construction financing, leverage of cash flow, lease-back arrangements, and refinancing. Identification and measurement of costs and returns needed to maximize returns for the project. The role of the risk manager and insurance planning.
Law	The nature of the law, the judicial system, and legal procedure. Basic ideas of the law of crimes and torts. Enforceability of contractural arrangements, real estate laws, and the Uniform Commercial Code.
Promotion	Advertising and promotion campaigns, measuring promotion effectiveness, client-agency relationships, and the societal impact of advertising.

Operations	Integration and analytical application of the functional areas of shopping center management. Emphasis on policy issues in the identification and resolution of problem situations such as security, center promotions, community relations, and tenant welfare.

Based on an analysis of these relevant business skills, a program proposal—including a prescribed course of study—was developed.

The Program Proposal

1. Definition of the academic area for field of specialty

   The proposed undergraduate major in shopping center management is designed to prepare students for careers in shopping center development and/or shopping center management organizations. The various positions in this field call for technical expertise in human relations, communications, information systems, real estate, financing and risk management, law, promotion, and operations management. The proposed program incorporates these bodies of knowledge plus several decision-making techniques into a unique curriculum that will meet the needs of the burgeoning shopping center industry.

2. Objectives of the program

   The primary objective of the proposed major is to prepare students for professional careers in the field of shopping center management. The proposed major will be structured and presented in a manner whereby students who are desirous of obtaining employment in the rapidly growing field of shopping center management will be trained to qualify for initial positions. In addition to the primary objective, this program will enable the department of marketing to accomplish several other related objectives. They are:

   A. To provide a continuing educational program for managers who have experience but lack formal education in shopping center management
   B. To produce graduates destined for the upper levels of management in the shopping center field
   C. To provide intensive study in the field of shopping center management which is unique since no other four-year higher education institution offers such a program
   D. To provide a differentiating image for the college of business and Eastern Michigan University
   E. To provide intensive study in marketing related subjects as an alternative to the traditional marketing major
   F. To provide an identification vehicle for requesting industry developmental support for the college of business
   G. To broaden the educational base of the department of marketing which, in turn, should increase credit hour production.

   This program will assist the College of Business of Eastern Michigan University in achieving its goal of providing educational opportunities for young people desiring productive careers in business. The program will contribute to the university goal of producing graduates who will be

equipped to make important cultural, social, and economic contributions to their communities.

3. Course of study leading to bachelor of business administration degree

All students seeking a bachelor of business administration degree with a major in shopping center management must complete 124 semester hours. The program of studies includes the following divisions or units:

I. Basic Studies	
1. Language—	8-9 sem. hrs.
English composition, literature, foreign language, speech	
2. Science and Mathematics—	17-18 sem. hrs.
Biology, chemistry, geography, physics, or psychology	
Mathematical analysis for social sciences or calculus and linear algebra, statistics	
3. Social Sciences	12 sem. hrs.
American government or state and local government	
Economics	
4. Humanities	11-12 sem. hrs.
Philosophy, art, music, dramatic arts, foreign language	
II. Business Administration Core	27 sem. hrs.
Computers in Business	
Principles of Accounting I and II	
Business Communication	
Legal Environment of Business	
Principles of Finance	
Principles of Marketing	
Introduction to Management	
Business Policy	
III. Major Areas of Concentration	24 sem. hrs.
Real Estate Principles and Practices	
Retailing	
Advertising	
Personnel Administration	
Property and Liability Insurance	
Real Estate Finance	
Shopping Center Seminar	
Internship in Shopping Center Management	
IV. Electives	18-24 sem. hrs.
V. Physical Education and Health	4 sem. hrs.
	124 sem. hrs.

The proposed shopping center management program was readily accepted by the departmental faculty, the college Educational Program Coordinating Committee, and the vice-president for academic affairs. The dean, together with the head of the department of marketing, presented the proposed

program along with the program budget to members of the Educational Policies Committee of the Board of Regents. The Board of Regents approved the program and submitted the program proposal to the State Board of Higher Education which gave it official sanction as the only shopping center management program in the state.

Public news releases, promotional letters, and brochures announced the establishment of the shopping center management program. The program's special budget provided for a program coordinator who would be responsible for promoting the program among students and developing continuing relationships with shopping center developers, managers, and association executives. Other important responsibilities included establishing student internship agreements with shopping center managers and serving as the coordinator of instruction. The program was successfully launched in 1975, and student acceptance of the new program was reflected in enrollments that exceeded planned expectations by more than 30 percent. A small group of students was ready for internship assignments by the spring and summer terms. Among the first interns was a student who was assigned to the manager of one of the area's major shopping centers; the manager was the alumnus who had proposed the idea for the program in a conference with the dean of the college of business.

DEPARTMENTS AND THEIR PROGRAMS

As shown in the preceding case study and other illustrations, courses and programs offered within collegiate schools of business are varied and diversified. While each department functions as part of the total college team, each department also makes a unique contribution reflecting its particular capability and the expertise of its faculty.

An examination of five departments in one college of business provides an opportunity to review the diversified offerings at the undergraduate and graduate levels. A brief description of each department illustrates what can be and is presented in a comprehensive program of education for business.

Accounting and finance. The accounting and finance department is the largest in the college. It provides for concentrations within the broad majors of "accounting" and "finance" as follows:

Accounting Major

Public Accounting
Industrial Accounting
Institutional or Governmental Accounting

Finance Major

Financial Management
Investment Analysis
Risk and Risk Management
Real Estate Management

In addition to prescribed courses, accounting majors are encouraged to select courses in English composition and speech beyond the basic university requirements and to take an advanced course in business statistics. Students

who major in finance are encouraged to take additional courses, beyond those required, in accounting, economics, and statistics.

Special programs for student enrichment offered by this department include (1) the practitioner-in-residence program which facilitates student contact with practicing accountants, (2) an internship which provides opportunities for students with a good academic record to work for an accounting firm, and (3) debates in which upper-level accounting classes engage in statewide tournaments.

A total of 18 courses in accounting and 12 in finance are offered at the undergraduate level. At the graduate level, 12 courses in accounting and 8 in finance are offered. A master of science degree in accounting is made available to those students who wish to prepare for accounting positions but who do not have an undergraduate business administration degree.

Directed study courses at the undergraduate level and independent study courses at the graduate level are part of the department's program. These courses are also made available in each of the other departments within the college.

Administrative services and business education. The department of administrative services and business education (ASBE) provides educational opportunities for those students desiring to prepare for business teaching as well as for business administration careers. Students with majors in this department work toward either the bachelor of business education (BBE) or the bachelor of business administration (BBA) degree.

The college reorganization process called for a clarification of the expanded mission of this department beyond its previous function which had placed primary emphasis on the preparation of business teachers. The use of the term "administrative services" was accepted by the faculty after considerable deliberation and a survey of several colleges and universities. The term "administrative services" did not seem to be clearly defined, and yet it identified on at least general terms a legitimate business administration program thrust of this newly organized department and also provided a latitude for future program development that appealed to the faculty. A committee of the faculty set out to define the two terms—"administrative services" and "business education"—used in the title of this department and presented the following descriptions which were acceptable to the faculty:

> The term administrative services refers to activities and functions which support and assist decision makers at various levels of the business enterprise. Administrative services personnel function in business as part of an administrative management team and serve in a variety of supportive roles and/or staff functions.
>
> Administrative services provide for the facilitation, integration, and dissemination of information within an organization's own operations as well as outside the organization. Administrative services is often recognized as a third profit center because of the increasingly important role its supportive services play in enabling manufacturing and marketing to achieve their goals effectively at the lowest possible cost.

Administrative services which are incorporated within the framework established by the definition include, but are not limited to, the following: legal services, office and records administration, executive secretarial services, and consumer advocacy.

Persons employed in administrative services positions give high-level, valuable support and assistance to a variety of management personnel at upper levels of the enterprise. Students who pursue major studies in this area work towards the bachelor of business administration degree.

The administrative services curriculum includes a legal studies program which provides needed and relevant instruction in various aspects of law. The primary emphasis of the program concerns law as it relates to the business enterprise. This program, however, also includes courses which relate to other aspects of law and support other university programs. Some courses, dealing with personal aspects of law, relate to the student's total participation in the general legal environment.

Programs identifiable within this area include office administration, legal studies, executive secretarial administration, consumer affairs, and law office administration.

Students pursuing careers related to the above areas are encouraged to work towards special certifications, including the following: Certified Professional Secretary (CPS), Certified Records Manager (CRM), and Certified Administrative Manager (CAM).

The faculty then looked into the other major area and described it as follows:

Business education incorporates the business teacher preparation program, courses in the technical area, and the flexible program in business.

The business teacher preparation program includes an office education and a distributive education major; students in both majors develop a minor in general business. Students who complete this program are awarded the bachelor of business education degree. The attainment of certification as a public school business education teacher is an outcome of this program in business teacher preparation; certification as a vocational business education teacher is attained by those who meet special state requirements.

Included in the technical area are courses in typewriting, shorthand systems, and simulated office environments. Courses in the technical area serve a wide variety of students as well as those who study for majors within this department. These courses have both personal and professional value.

A third program area is the flexible program in business which leads to employability at a less-than-baccalaureate-degree level. This program is designed especially for students who desire a university education, who have a career objective that can be met with less than four years of study, but who do not wish to commit themselves to the attainment of the four-year degree at the outset of their university careers. The four-year degree is established as an ultimate goal to be attained concurrently with employment or in continuous study at some later point in time.

Programs identifiable within this area at this time include business teacher preparation, office and distributive education, technical and personal services courses, and the flexible program in business.

The ASBE department at the undergraduate level offers 11 courses that are identified as business administration or administrative services, 7 identified as word processing and office communication skills, and 3 which are methods courses in business teacher education. At the graduate level, 3 courses in law are offered and 12 courses dealing with business teacher education. The master of business education (MBE) degree is supervised by this department, and that degree is granted upon the recommendation of the MBE advisor.

Management. The management department incorporates the area of business communications and offers a major that includes the following six possible areas of concentration:

Management Major

Administrative Communication
General Management
Industrial Relations—Personnel
International Business
Public and Nonpublic Organizations
Small Business Operations

Fifteen undergraduate courses in management and communications are offered. In addition to the management major, the faculty of this department also advise those students who for various reasons are classified as "general business" or "nonmajor" students. A recent policy adopted by the faculty of the college calls for all students to have a declared major from among those offered by the various departments by the time they enter the junior year. The relatively small number of "general business" students has been declining annually and is expected to continue to decline in the next few years.

Marketing. The marketing department offers five areas of concentration within its central major:

Marketing Major

Advertising and Sales Promotion
Distribution Management
International Business
Marketing Research
Retailing

A new major in shopping center management offers a unique opportunity for students to prepare for careers within the management team of the growing number of shopping centers throughout the nation. Eighteen courses are offered at the undergraduate level, and 8 courses are made available to graduate students, including an application of quantitative techniques to the marketing process.

Operations research and information systems. The operations research and information systems department prepares students for careers in three applied areas: (1) business information and computer systems, (2) management sciences and operations research, and (3) production systems. Students pursuing these careers major in business computer systems. A new major in

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production systems is currently under development by the faculty of this department.

Eighteen courses are offered at the undergraduate level and 9 are offered to graduate students. The department also maintains and operates a computer laboratory which is utilized by its majors and other business students. Faculty have access to the computer laboratory for research and other records-processing purposes.

STUDENT ORGANIZATIONS IN THE EDUCATIONAL PROCESS

In addition to courses offered by each department, a variety of student organizations are made available to students, and they play an important role in the total program of education for business at the university level. A sound academic program is enriched and expanded by experiences provided through student organizations. Leadership opportunities, social activities, and important contacts with the business community are among the benefits students receive.

The following student organizations are illustrative of those sponsored by colleges of business: Accounting and Finance Club, Alpha Iota Delta, Alpha Kappa Psi, Collegiate AMS (Administrative Management Society), Association for Computing Machinery, Beta Gamma Sigma, Delta Pi Epsilon, Delta Sigma Pi, Collegiate DECA (Distributive Education Clubs of America), Graduate Business Students Association, Management Club, Marketing Club, Office Education Association, Phi Beta Lambda, Phi Gamma Nu, and Pi Omega Pi.

The contributions made by these organizations are reflected in promotional material used by the collegiate AMS chapter in attempting to attract new members; the emphasis in their material was on "extending learning beyond the classroom" and on having a personal association with professional business persons. Most of the student organizations combine some social activity with a variety of educational or professional activities.

In addition, student organizations can provide other important services to the college of business. A representative of each of the student organizations can sit on a student advisory board that meets regularly with the dean and discusses student programs and concerns. Various college functions can be supported directly by members of the student organizations who participate in a formal or informal way in the planning and offering of various special events, such as an annual college of business honors banquet.

FUTURE DIRECTIONS FOR THE COLLEGE OF BUSINESS

As stated earlier in this chapter, change is a constant factor facing all educators today. The comprehensive review of the College of Business, which led to reorganization and extended over a two-year academic period, made numbers of the faculty and the administration cognizant of needed change. It also developed strength during the developmental stages. The college subsequently gained recognition as one of the largest and finest in the state.

Academic standards for both the undergraduate and graduate programs were upgraded and now rank as the highest in the university. Admission standards have been upgraded, grading standards have remained high, and the quality of the student is improving. Career-oriented academic programs are much more sophisticated in both the behavioral and quantitative sciences. Emphasis is given to the acquisition of analytical skills and problem-solving techniques. The graduate program is to be reviewed for approval by the AACSB.

New and innovative academic programs and courses are being developed and proposed by the faculty on a continuing basis. Faculty members frequently cooperate with departments in other colleges in the development of interdisciplinary programs that open new career opportunities for students. Faculty research and publication has shown significant increase during the past five-year period, and the number and percentage of faculty members holding doctoral degrees has increased annually. Professional activity by department heads has brought national recognition to the college.

Faculty members are seen as being more responsive to meeting their professional responsibilities and opportunities. Previously existing tension between traditional academic departments and fragmented faculties has been largely eliminated; a spirit of cooperation fosters acceptance of change. The growth potential of graduate and undergraduate programs affords faculty members an opportunity to bring their areas of expertise to bear in shaping specialized programs.

Changes facing the modern college of business are numerous. The following are illustrative of current issues.

1. Ongoing discussions consider the need to liberalize the undergraduate programs; at the same time, surveys are being conducted to determine the need for more specialized programs and new advanced graduate degree programs.
2. New efforts are directed toward achieving complete coordination and articulation of educational programs at all levels—university, college, community college, vocational-technical schools, and secondary schools.
3. Greater emphasis is given to topics such as social and ethical responsibilities of business, multinational business, communication, career exploration and planning, and human growth and development.
4. Closer alignments are sought with business, industry, and government. Full cooperation between business and education is essential to the preservation of our business and economic system.
5. New sources of revenue are being investigated to help finance expanded academic and service programs to be offered by colleges of business.

All of higher education may well experience a major redirection and reorganization during the next quarter century. Colleges of business can establish a format for change and provide the leadership needed. The assumption of leadership can become a reality only to the extent that administrators and faculty members can implement the organizational and management theories they proclaim.

CHAPTER 12

Developing Distributive Education Programs

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Program development in distributive education has undergone more changes since the Vocational Education Act of 1963 than in its previous history. The George-Deen Act, passed by Congress in 1936, legitimatized distributive education programs. Certainly, there were programs that focused on education for distribution prior to this time, but this Act has since been identified as the "beginning" of distributive education. The distributive education programs prior to 1963 consisted of either (1) in-school classes for youth who were 16 years of age or older with the cooperative plan as the program of administration or (2) part-time classes to instruct adults employed in distribution. Distributive education programs experienced significant growth in enrollment despite the severe constraints of the two kinds of federally fundable programs. Obvious omissions in program development occurred whereby youth and adult needs were not served because programs could not be developed for people who were not presently employed. Therefore, distributive education personnel could not meet the needs of unemployed youth and adults and could only help people maintain and upgrade their skills for jobs in distribution.

History has recorded the phenomenal growth in absolute numbers as well as percentage increases in populations served since the enactment of Vocational Education Act of 1963. Highlights of changes in program development in distributive education would include instructional programs for unemployed youth and adults, program administration employing the project plan, specific percentage of total funding to be allocated for research, and encouragement for providing programs for special-needs groups. While the 1963 Act encouraged vocational educators to develop programs to meet the special needs of groups outside the mainstream of public education, the Vocational Education Amendments of 1968 mandated that the various states offer these programs. "Set-asides" became a common word among knowledgeable vocational educators. The creation of the National Advisory Council for Vocational Education and the allocation of monies for the various state advisory councils for vocational education provided a vehicle to monitor results as well as propose areas for further development.

The specific role of distributive education as a result of these acts has been a mixed one. On the one hand, the DE program area was given a license to expand to serve audiences; and on the other hand, its personnel had to, in effect, compete with other vocational program areas for dollars for funding

new and expanded DE programs. One would think that allocation of dollars for program development would follow very closely with manpower reports (such information is required in each state's plan for total vocational education). However, one finds in situations too numerous to list that manpower reports are ignored and, instead, "empire building" continues. Granted, traditional programs are often replaced by innovative programs serving new areas in need of trained personnel, but the degree to which these traditional programs are replaced is often one of either tokenism or overkill and, therefore, results in a wasted allocation of resources. Tragically, there are often cases in which outdated programs are allowed to continue for various reasons, none of which are justifiable in light of any professional concern for the offering of programs aligned with student needs and manpower needs.

Amendments in the seventies to the Vocational Education Act of 1963, although making certain changes, did not inalterably change the spirit of the Act nor the 1968 Amendments. (More attention will be given to better program planning in the concluding section of this chapter.)

DISCIPLINE OF DISTRIBUTION

The foundation for any program offering in distributive education is the discipline of distribution more generally referred to as marketing. In recent years, the tag line, "marketing and distribution," has been used more prominently to headline any explanation of a distributive education program. Historically, distributive education evolved from retailing education and, for the most part, continues to be considered retailing education by the uninformed despite the multiplicity of course offerings ranging from advertising service to broadcasting and the performing arts. If one would review the list of jobs in the U.S. Office of Education publication, *Vocational Education and Occupations*,[1] the multitude of jobs outside the retailing category would cause one to reevaluate the definition of the scope of distributive education. Too, when retailing education is the proper domain or thrust of a DE program, some mistakingly assume that the program deals only with entry-level positions such as salespeople, cashiers, and stock clerks. In reality, the whole range of positions in a retailing enterprise are viable positions for which a student might aspire and thus be prepared in an instructional program.

The discipline of distribution requires that certain related areas be included for study in order to provide a competent distributive worker. "Competencies are always developed in relation to one another. Marketing with its distributive functions of selling, sales promotion, buying, operations, market research, and management is the discipline of distribution. Marketing is the nucleus of the curriculum around which the other areas of instruction are grouped."[2]

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[1] U.S. Office of Education. *Vocational Education and Occupations*. Washington, D.C.: Government Printing Office, 1969.

[2] Brown, Kay B. *Distributive Education in the High School: A Suggested Guide for Administrators and Teachers of Distribution and Marketing*. Washington, D.C.: Government Printing Office, 1970. p. 19.

There are several ways to portray the subject matter appropriate to the program area of distributive education, and the multitude of interpretations can be both a strength and a weakness. The variety of ideas about structure and content in the various distributive education programs provides a great deal of flexibility, but conversely, the same variety of ideas results in a lack of consistency in distributive education programs throughout the United States. This lack of consistency can lead to a breakdown in communications among the business community, DE personnel, the public, and other education personnel. One attempt to organize the areas of instruction and their interrelationships was discussed in the USOE publication, *Distributive Education in the High School,* which presented these five broad areas as the subject matter categories for distributive education programs: (1) distribution in the economy, (2) marketing, (3) social skills, (4) basic skills, and (5) product/service technology.[3]

Another curriculum document—and one which is having the greatest impact on curriculum endeavors for distributive education—is the USOE study conducted by Lucy C. Crawford, *A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education.*[4] The Crawford study had as its main purpose the identification of technical and professional competencies needed by teachers of distributive education. In her methodology Crawford deemed it necessary to identify competencies needed by distributive workers as a first step. It was her contention that what was required in the marketplace should be the standard for a teacher. It is at this point that the application of her study becomes relevant to curriculum construction at the secondary, postsecondary, and adult levels; in other words the technical competencies—those needed by both the teacher and the distributive worker—serve as a basis for any curriculum construction project.

Accordingly, Crawford identified 71 distributive occupations for in-depth analysis. The occupations were selected based on those jobs that secondary school DE students most frequently entered or those to which they advanced. Thus, a base of entry-level jobs plus a two-step career continuum formed the context for Crawford's task analysis and competency identification for each of the 71 jobs representing seven major categories of business: (1) department stores, (2) variety stores, (3) food stores, (4) service stations, (5) wholesaling, (6) hotels/motels, and (7) restaurants. A total of 988 competencies were identified as the result of the study of the 71 jobs. A list of the 71 jobs is presented in Figure I.

After Crawford determined the list of distributive jobs to be studied in building the competency pattern for DE teachers, task analysis was performed for each one and competency statements were written to address the tasks identified. The 988 competencies were organized according to nine competency areas: (1) advertising, (2) communications, (3) display, (4) human relations, (5) mathematics, (6) merchandising, (7) operations and manage-

[3] *Ibid.*, p. 18.

[4] Crawford, Lucy C. *A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education.* Vols. I-V. Blacksburg: Virginia Polytechnic Institute and State University, 1967.

FIGURE I. The Distributive Occupations in the Crawford Study

Department Stores

1. Advertising Manager
2. Buyer
3. Assistant Buyer
4. Credit Interviewer/Cashier, Receptionist, Credit Application Cashier, Cashier
5. Credit Manager
6. Assistant Credit Manager/Credit Authorizer
7. Department Manager/Sales Supervisor
8. Display Helper/Sign Printer
9. Display Manager
10. Assistant Display Manager/Supervisor
11. Professional Salesperson
12. Receiving Clerk/Marker
13. Receiving Manager/Supervisor
14. Assistant Receiving Manager/Checker
15. Salesperson
16. Stockperson

Food Stores

17. Checker
18. Head Cashier
19. Head Grocery Clerk/Head Produce Clerk
20. Grocery Clerk/Produce Clerk
21. Store Manager
22. Assistant Store Manager

Hotel/Motel

23. Bell Captain
24. Bellman
25. Building Superintendent
26. Cashier
27. Catering Manager
28. Chef
29. Executive Housekeeper
30. Manager/Executive Assistant
31. Assistant Manager
32. Night Auditor (Night Manager)
33. Purchasing Agent
34. Recreation Director
35. Reservation Manager
36. Room Clerk
37. Sales Manager
38. Service Superintendent

Restaurants

39. Busboy (girl) (Floor girl, cafeteria)
40. Cashier (checker, cafeteria)
41. Counter-girl
42. Head Waiter
43. Hostess
44. Manager
45. Assistant Manager
46. Waiter (Waitress)

Service Stations

47. Attendant
48. Assistant Manager
49. Station Manager/Dealer

Variety Stores

50. Checkout Cashier
51. Commissioned Salesperson
52. Head Cashier/Bookkeeper/Office Manager or Head Cashier
53. Department Manager
54. Marker/Stockman
55. Office Clerk
56. Personnel Manager
57. Salesperson
58. Section Manager (Floor girl)
59. Service Desk
60. Stockroom Supervisor
61. Store Manager
62. Assistant Store Manager

Wholesaling

63. Buyer
64. Head Buyer/Merchandise Manager
65. Merchandiser
66. Order Selector
67. Receiving/Shipping Supervisor
68. Route Salesman and/or Vending Machine Specialist
69. Salesman
70. Sales Manager
71. Warehouse Manager

Certain occupations require the same competencies—when this occurs, the occupations are given the same number.

ment, (8) product/service technology, and (9) selling. For each of the seven business categories, the nine competency areas and their attendant competencies appropriate for the several jobs in each particular category of business were portrayed. In turn, the competencies were categorized by knowledge, skill, and attitude. See Figure II for an excerpt of this overall arrangement.

FIGURE II. Excerpt of Crawford's Competency List

Skill:

038 In keeping personnel informed of sales promotion activities within the store.

039 In studying specific information in ads and using the advertised facts effectively in selling.

040 In evaluating the effectiveness of advertising in terms of sales and costs.

041 In working effectively with advertising and display departments to plan and carry out special advertising or display within the department.

042 In correctly informing customers of the location of advertised merchandise within the stores.

043 In preparing information for advertising copy that will create customer desire.

044 Ability to use promotional, institutional or a combination of promotional and institutional advertising to best promote merchandise, services and store image.

PORTENT OF A VOLUNTARY, UNIFORM CURRICULUM

Historically, the various states, their local education agencies, and the manner of program conduct have been mostly autonomous. Because of this, instruction varies from school to school or state to state even when, for instance, a given number of students possess the same career objective. How much variance is there in the same job when it is compared with other locales? Why does the instructional content or the curriculum content vary? There may be more than one answer to the above questions, but certainly one source that is appropriate for both questions is the Crawford study as well as any other of the competency studies completed in recent years. Competency-based instruction can provide a basis for vocational integrity and accountability. It can assist the DE teacher in solving the long-maligned training plan issue, it can assist the student in planning his/her learning on a contract basis; and it can provide the kind of information that a parent, employer, and school administrator will accept as a viable, tangible goal for each student.

As with any major undertaking, the creation of competency-based instruction and its implementation require massive resources. At first glance the needed resources appear staggering. However, because of competency studies such as Crawford's, the task is somewhat diminished. Also, the major publishing companies are preparing new instructional materials that coincide with competency-based instruction. In the mid-seventies, three curriculum endeavors for distributive education within the

educational community have been the Program for Improvement in Distributive Education (PRIDE),[5] the American Enterprise Series,[6] and the Interstate Distributive Education Curriculum Consortium (IDECC).[7] These efforts have led to a more rational approach to instruction for distributive education in that the DE teacher can tailor the materials to meet the needs of the students in the local community.

Although none of the above efforts resulted in a panacea for curriculum problems, they are certainly an improvement over materials available in the past. There will still be students with problems in reading, listening, working independently, being motivated, and communicating, to name a few.

Certainly, the one curriculum project directly involving more local DE personnel than any other in the history of distributive education was the IDECC effort, a project that embraces the continuation of the concept of the Crawford study and also provides for individualized instruction based on the career aspiration of the individual student. Finally, in concept it more nearly approaches the idea of a voluntary, uniform curriculum.

The idea for the formation of the IDECC came about after the results of Crawford's study were disseminated at a national seminar held at Virginia Polytechnic Institute and State University in 1968. Enthusiasm for her work led to the eventual establishment of an 11-state consortium, the Interstate Distributive Education Curriculum Consortium, in 1971. The Consortium's purpose was to make Crawford's curricular framework operational with respect to the technical competencies. The focus of the Consortium, therefore, was to prepare curriculum materials to aid students in acquiring the competencies needed to enter the several distributive occupations. The IDECC was conceived as a way to bring together a number of states to produce a needed product not financially feasible for any one state to accomplish.

An increased emphasis on individualized instruction and the nature of distributive education curriculums, in which student careers are unique to each person, made the Consortium's choice to develop learning activity packages (LAPs) for DE students an appropriate one. The IDECC LAPs were written, field-tested, and revised during 1972-74, and dissemination of the final product occurred during the 1974-75 academic year.

The IDECC LAPs are not unlike other LAPs in regard to the format. A LAP is a compilation of instructional materials designed to assist DE students in attaining the competencies needed for a distributive occupation. The IDECC LAPs contain the following components:

1. LAP Cover Page — The key items appearing on the page are the LAP title, the competency numbers contained in the LAP, an illustration to convey an image of the competency area, and a statement which synthesizes the competencies contained in the LAP.

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[5]Furtado, Lorraine T., and Haines, Peter G., Project Directors. Program for the Improvement of Distributive Education, California State College, Bakersfield, 90001 Stockdale Highway, Bakersfield, California 93309.

[6]Luter, Robert. The American Enterprise Series, Instructional Materials Center, Division of Extension, The University of Texas at Austin, Austin, Texas 78712.

[7]Casterline, Larry, Director. Interstate Distributive Education Curriculum Consortium, 119 Townshend Hall, 1885 Neil Avenue, The Ohio State University, Columbus, Ohio 43210.

2. Pretest	A test to determine if the student already possesses the specific competency. If the student passes the pretest, he/she will go on to another competency.
3. Learning Activities	This section provides the statement of the behavioral objective. The page also has a listing of at least two individual learning activities as well as a minimum of two group learning activities. At least one of the learning activities is self-contained so that it will not require the purchase of any additional material.
4. Handouts	A LAP may contain information sheets for the student to read and complete questions as part of one of the learning activities. The handouts always follow the section describing the learning activities.
5. Learning Manager's Section	This contains any information that is deemed necessary for the teacher to know in order for the particular learning activity to take place but which is not pertinent for the student to know.
6. Pretest key	The answers to the pretest are provided on this page.
7. Posttest	A test to determine if the student possesses the specific competency after undergoing one or more of the learning activities.
8. Posttest key	The answers to the posttest are provided on this page.

Although there are 500 learning activity packages in the IDECC product, there is still a need to modify existing LAPs and create new ones in order to expand the application of the LAP method of instruction beyond the list of 71 jobs and, at the same time, meet the varying needs of the local distributive education students. Therefore, it is expected that the local DE teacher will need to acquire the professional competencies necessary to be proficient in developing learning activity packages.

When one considers the concept of competency-based instruction one must also consider how the cocurricular organization, the Distributive Education Clubs of America (DECA), will relate to the program of instruction. Although DECA competitive events have long been a major vehicle by which knowledges, skills, and attitudes have been acquired by DE students, the events lacked specific job relatedness and were organized in a manner in which the number of participants was limited. Now, however, with the advent of competency-based competitive events, the distributive education leadership personnel have the potential to overcome these weaknesses and limitations. With the competency-based competitive events, virtually every DE student will have the opportunity to demonstrate proficiency in regard to his/her career objective. The definition of DECA's competency-based events is ". . . a learning activity designed to evaluate a student's development of the essential competencies needed for entry or advancement in marketing, merchandising, and management occupations, in which the student competes with other students and/or against predetermined

standards."[8] The competency areas for the events are the same areas that were previously mentioned in reporting the Crawford study. The categories of business are similar to Crawford's categories and are aligned with the USOE instructional program areas, i.e., food marketing, petroleum, and apparel and accessories. At present, there are two levels for which students may compete—master employee and owner/manager. A variety of evaluative styles are used to measure the degree of competence in a selected sample in 10 competency areas. Although competitive events are only one aspect of DECA, it is felt that the total adoption of competency-based events will put to rest the charge that some DE teachers teach nothing but DECA, because these events will contain material appropriate for the individual student's career objective.

RATIONALE FOR A COMPETENCY-BASED CURRICULUM

A competency-based curriculum is the logical "match" for distributive education. The requirements of the world of work mandate that the various distributive education curriculums be based on the learner's acquiring the requisite competencies. At the same time educators have long held that the ideal curriculum is one designed to meet the needs of each individual learner. The combination of individualized instruction and a competency-based curriculum should bring about a more highly motivated learner as well as a better prepared worker.

Curriculum construction. In order to arrive at an ideal curriculum for each student, the following steps should be taken:

1. Determine the jobs in the occupational area for which the curriculum is being developed.
2. Conduct task analyses for the jobs.
3. Prepare competency statements that address the tasks and order them by domain.
4. Delineate the competencies by stating specific behavioral objectives that communicate learner behavior, the minimum level of performance, and any necessary conditions.
5. Design one or more learning activities using the task as a reference point.
6. Prepare evaluative criteria based on the performance elements.

Curriculum implementation. After the ideal curriculum for each student has been structured, the following steps should be taken:

1. Determine the career aspiration of the student.
2. Identify the competencies required for the occupation to which the learner aspires.
3. Ascertain where the learner is in regard to competencies previously acquired.
4. Prescribe what the learner should do in order to become competent for the selected occupation.

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[8]Lynch, Richard. "New DECA Competitive Events—An Experiment." *Proceedings of the First Annual Southern Regional Conference of the Council for Distributive Teacher Education*, Atlanta, Georgia, February 21, 1975. p. 15.

5. Monitor the learning activities to determine progress in the sequence of activities.
6. Evaluate the level of mastery.

Job selection. The preceding lists were presented from two vantage points—how to create an ideal curriculum for each student and how to implement the curriculum. It is necessary to merge the two lists in order for the curriculum to be ideal for the particular student. For example, before the student can realistically select a career, he/she must have some acquaintance with the multitude of jobs that were identified in the completion of Step 1 for the ideal curriculum. Further explanation is necessary regarding the curriculum construction steps and the student prescription steps.

A review of the USOE publication, *Vocational Education and Occupations,* reveals the problem one would encounter if a task analysis were attempted for all jobs for which the distributive education service area is responsible. The global step (#1) referred to in the curriculum construction process, therefore, actually becomes a more delimited step of selecting only those jobs in program service area which are most often aspired to by the students and/or which are more nearly representative or generalizable of entire clusters of jobs. The 71 jobs in distribution studied by Crawford were assumed to be the jobs most often aspired to by DE students.

Competency identification. The problem in regard to both competency-based instruction and competency-based events is the identification of the appropriate competencies needed by each student in the distributive education program. No longer is it acceptable or justifiable to teach all students the same material at the same time. Regardless of whether the teacher is employing individualized instruction, small group instruction, or large group instruction, the determining factor as to the subject matter to be learned is whether or not the student needs to acquire the competency based on his/her career objective. It is the responsibility of the DE teacher to identify the competencies needed by the individuals in his/her classes. To assist the teacher in this very important task, a system has been developed to identify the appropriate competencies needed by students from a data bank of 988 competencies needed by distributive workers.[9]

In a competency-based system of instruction such as that offered by IDECC, a computer can be a valuable tool permitting the teacher to ascertain the common competencies, the competencies common to two or more but less than the whole class, and the unique competencies among the class members. However, the use of the computer program may not always be financially feasible. Thus, a manual method was developed to allow the DE teacher to obtain essentially the same information as the computer printout would yield. The approximate length of class time required is 60 minutes, and the steps are as follows:

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[9]Lucas, Stephen R. and Miles, Benton E. *A Management System for the Instructional Program of Distributive Education: Competency Identification, Individualized Instruction, and Learning Accountability.* Raleigh, N.C.: State Department of Public Instruction, 1976.

1. Determine the students' career objectives and align them with one of the 71 jobs in *A Management System for the Instructional Program of Distributive Education: Competency Identification, Individualized Instruction, and Learning Accountability*. Provide each student with the appropriate "Management for Learning" (M/L) Job Competency List which contains the numbered competencies required for successful job performance. (Figure III is an example of an M/L Job Competency List.)

2. Reproduce 29 copies of the "Management for Learning (M/L) Competency Profile" grid. (See Figure IV.) On each of the 29 pages sequentially number each of the 35 squares beginning with Comp. No. (competency number) 001 and on page 29 end with Comp. No. 988. To illustrate, notice on Figure V, "M/L Competency Profile," that the grid has the first five squares already labeled. The last five squares of the first grid, if properly labeled, would read 031, 032, 033, 034, and 035. Distribute the class profile copies among the students. The "subsquares" in each square are numbered to 30; these numbers are to be assigned to the students in the class so that each student's needed competencies can later be identified. If only 15 students are in the class, then the first 15 numbers in the subsquares would be used; the remainder would be ignored.

3. Students are to record the competencies needed as per the job competency lists. Notice on the M/L Competency Profile grid that student #1 has entered an "X" in subsquare 1 for each of the competency numbers 001-005; this indicates that the student has looked at his/her job sheet and identified that those five competency numbers were listed.

4. As a student completes one of the 29 pages, he/she records his/her student number on the back of the sheet (1-30) and returns the profile sheet to the teacher. The sheet is then passed to someone else; this process is repeated until each student has noted all required competency numbers in the appropriate subsquares on the 29 profile sheets.

5. The culmination of this activity yields a bank of information that could be handled in several ways. The major import of the procedure is that students realize they have common and unique needs. The teacher can post this information and let it serve as a guide for students to be used, for example, in forming companies for learning, contracting individually, and setting goals for learning within a semester or grading period. Curriculum decisions can be made as to the kind of group teaching that is appropriate and the depth required in certain topical areas.

Results from use of the competency determination have been very rewarding. DE teachers are most enthusiastic about the high yield of information, the simplistic nature of the instrument, and most important, the active involvement of students in planning their learning.

TRAINING (INSTRUCTIONAL) PLANS

Following a competency identification process, it is only natural for the DE teacher to design some instructional plan for the individual student as well as the class of students. It is at this point that one of the most controversial elements of the total distributive education program enters into the discussion—the training plan.

FIGURE III. A Management for Learning (M/L) Job Competency List
Category of Business: Department Stores

TITLE: SALESPERSON (#15)

Advertising

001 008 014 050 063 067 072
002 009 039 060 064 069 073
003 011 042 061 065 070 075
004 012 048 062 066 071

Communications

093 111 122 135 147 155 168
094 114 123 137 149 156
096 115 125 138 150 158
099 116 127 142 151 163
101 117 130 143 152 164
102 119 132 144 153 166
110 120 134 145 154 167

Display

174 180 193 211 228 239
175 188 194 216 230 240
177 189 205 217 231 246
178 190 207 219 237 248
179 191 209 227 238

Human Relations

263 269 281 286 295 308 316
265 272 282 287 296 309 317
266 274 283 288 301 310 319
267 276 284 289 302 312 334
268 280 285 294 303 313

Mathematics

353 357 359 361 363 371 390
354 358 360 362 364 374 391

Merchandising

396 403 414 439 459 466 492
397 404 427 442 460 474
398 406 428 444 463 475
401 413 433 445 464 476

Product & Service Technology

499 507 515 524 553 561 587
500 508 516 545 554 562 588
501 509 517 546 555 564 589
502 510 518 547 556 581 590
503 511 519 548 557 582
504 512 520 550 558 583
505 513 522 551 559 584
506 514 523 552 560 585

Operations & Management

601 621 633 645 697 735 756
614 622 634 647 698 736 757
615 623 636 648 699 749 758
617 627 637 651 700 750 760
618 629 638 660 708 753 784
619 631 640 695 709 754
620 632 644 696 710 755

Selling

805 821 838 871 888 921 938
806 822 839 872 889 922 939
807 823 840 873 890 923 940
808 824 841 874 891 924 941
809 825 842 875 892 925 942
810 826 843 876 893 926 943
811 827 844 877 894 927 944
812 828 862 878 895 928 946
813 829 863 879 896 929 947
814 830 864 880 897 930 948
815 831 865 882 898 931 949
816 832 866 883 899 932 950
817 833 867 884 908 933 957
818 834 868 885 918 934
819 835 869 886 919 935
820 837 870 887 920 936

FIGURE IV. Management for Learning (M/L/ Job Competency Profile

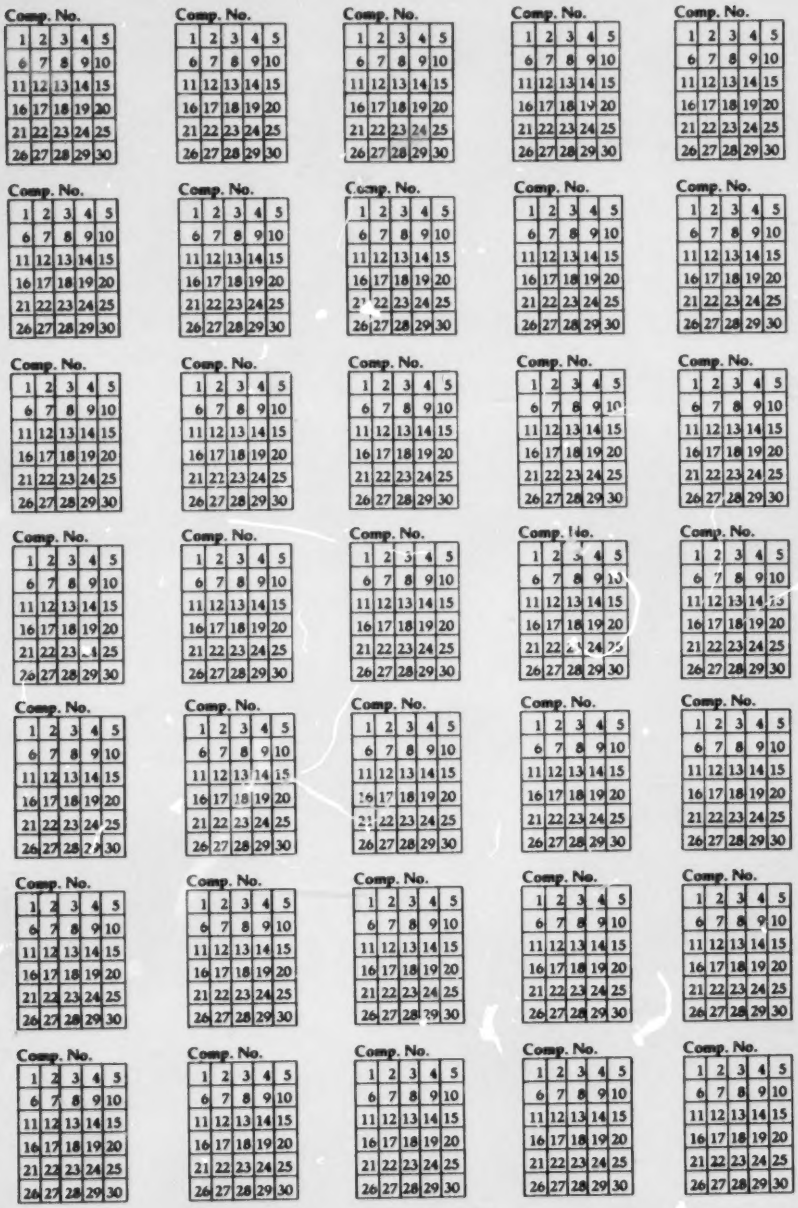

FIGURE V. Management for Learning (M/L) Job Competency Profile

001-035

Comp. No. 001

X	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

Comp. No. 002

X	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

Comp. No. 003

X	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

Comp. No. 004

X	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

Comp. No. 005

X	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

Comp. No.

1

The training plan has been touted as a critical element in the operation of the distributive education program and without which a DE program could not be successful. The literature abounds with information pertaining to training plans. State-level administrators of vocational education programs, and specifically, distributive education programs, strongly endorse the use of training plans. However, a check reveals that their actual use at the local level is skeletal in nature or merely a facade. Reasons given for this juxtaposition are numerous: e.g., DE teachers do not have enough time to prepare individual plans, DE teachers to not have the professional background that enables them to know how to prepare them, or employers do not want to devote that much time to the process of developing and following the plan. This is regrettable because research findings indicate that employers who use training plans perceive the cooperative distributive education student to be in a training environment as opposed to co-op DE students without training plans. It seems clear that the employer views the use of the training plan in the distributive education program as a way to prepare youth and adults for entry-level employment and advancement in the field of distribution and not merely as a work-study program.

The stereotype attitude of the DE teacher shows a lack of appreciation and understanding of the role of the training plans as it relates to the objectives of the distributive education program. Training plans should at least contain the behavioral aspects of the distributive worker's job in the form of either critical tasks or competencies. Even when individual or state efforts have resulted in such plans, the total effort has fallen short of addressing all of the D.O.T. listings for the distributive education program areas contained in the USOE publication, *Vocational Education and Occupations*. Additionally, when training plans are developed, nationwide dissemination is woefully inadequate. Perhaps the issue can be resolved if a nationwide effort is undertaken to develop training plans for all the D.O.T. listings for the distributive education program area and incorporating those training plans presently in existence. Two examples of training plans are included here: the first (Figure VI) is excerpted from a USOE study reported in 1976 by Lucy C. Crawford;[10] the second example (Figure VII) was prepared by Stephen R. Lucas and the author.

THE PROJECT PLAN

Too often, distributive education is viewed as a cooperative program. In fact, to some people distributive education and cooperative programs are synonomous. It was mentioned previously that the Vocational Education Act of 1963 permitted noncooperative programs in distributive education. The term used most often for such a program is *project*. The philosophy of distributive education defines the distributive education project plan as ". . . an organizational pattern of instruction which involves a series of

[10]Crawford, Lucy C. *Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities*. Blacksburg: Virginia Polytechnic Institute and State University, 1976.

FIGURE VI. Excerpt of Crawford's Training Plan—Salesperson, Variety Store

SPECIFIC TASKS	Class	Simulated Store	School Store	Observation	DECA	OJT		Level of Competency Development E-Excellent M-Average S-Superior U-Unsatis	
						Paid	Nonpaid	Student	Teacher
1. Receives cash payment for merchandise purchased by customers.									
2. Wraps or bags merchandise.									
3. Makes correct change.									
4. Replenishes counters or display fixtures with merchandise.									
5. Keeps merchandise neatly arranged.									
6. Sells merchandise in an assigned area.									
7. Receives register money from head cashier at beginning of day.									
8. Rings sales on cash register.									
9. Weighs and measures merchandise when necessary.									
10. Writes out saleschecks.									
11. Gives customer sales receipt.									
12. Requisitions stock from stockroom.									
13. Informs proper person of stock shortages.									
14. Takes periodic inventories of stock, calling out or recording onto inventory sheets.									
15. Returns register money to cashier at day's end.									
16. Points out items to customer and assists in sale as she makes her own decision.									
17. Fills in "want" slips.									
18. Gives customer store directions or merchandise location directions when requested.									
19. Emphasizes chief selling points of merchandise to customer.									
20. Encourages the sale of related items.									

FIGURE VII. Excerpt of Management for Learning (M/L) Training (Instructional) Plan, Display Person

Tasks	Competencies	Activities	In School	On Job	Check List
Prepares merchandise for display	Prepare merchandise for display by pressing garments, accessorizing outfits, etc.	Display LAP 15, Competency 176	X		
	Locate facilities available for the pressing of garments.	Demonstration by Training sponsor		X	
		Participate in Simulation problem	X		
Dresses mannequins for display	Disassemble and reassemble store mannequins in the proper manner.	Demonstration by Training Sponsor		X	
		Participate in Simulation problem	X		
	Dress mannequins.	Display LAP 13, Competency 193	X		
Cleans fixtures and display windows	Demonstrate the housekeeping procedures necessary for the upkeep of displays of merchandise.	Display LAP 8, Competency 177	X		
	Clean store display windows to enhance the merchandise being shown.	Display LAP 5, Competency 252	X		
	Demonstrate the procedure for obtaining cleaning supplies and return them to the appropriate place.	Explanation by Training Sponsor,		X	
		Participate in Simulation problem	X		

selected simulated and/or real occupational experiences which develop the student's competencies in the field of marketing, merchandising, and management and which are related to a student's occupational objective."[11] Since the advent of the project plan, noncooperative plans have been automatically labeled project plans. If one would adhere to the definition provided above, it would be questionable that all noncooperative plans are indeed following the spirit of the definition. In actuality, programs operated under this organizational pattern have many times been used as a catch-all for students

[11]Crawford, Lucy C. "A Philosophy of Distributive Education—1975" A paper prepared for the National Association of State Supervisors Task Force on Competency-Based Teacher Certification, Blacksburg, Virginia, 1975. (Mimeographed)

with little regard to their career aspirations. These programs have been used in an attempt to solve educational problems that plague secondary schools, such as scheduling, discipline, graduation requirements, and enrollment quotas.

In a recent longitudinal study conducted by the author concerning job satisfaction and job satisfactoriness of graduates of business and distributive education programs, it was found that distributive education students who had graduated from secondary schools with the DE programs operating under the cooperative plan were significantly more satisfied with their jobs and deemed more satisfactory by their employers than graduates of project plans. It is interesting to note that this was not found to be true of business education graduates. In other words, the findings did not produce a significant difference with similar groups of business education graduates. This would lead one to believe that the project plan is not inherently more or less effective than the cooperative plan, but rather it is the manner in which the project plans are conducted.

In an endeavor to provide practical instructional assistance in the conduct of a DE project plan, Lucy C. Crawford, in a USOE sponsored study, developed instructional materials for use in the project plan in rural school settings where the distributive business community was limited in size.[12] It is hoped that with the 1976 dissemination of this curriculum project, the shortcomings that have been identified with the project plan will be alleviated and this plan will be on equal terms with the cooperative plan in the near future.

NEED FOR IMPROVED ECONOMIC UNDERSTANDING

In 1974 and 1975, two studies were conducted under the auspices of the National Management Advisory Council to the Distributive Education Division of the American Vocational Association.[13] These studies, designed and conducted by the Sears Merchandising Research Department, were to ascertain the knowledges and attitudes of distributive education seniors and non-DE seniors in secondary schools and DE teachers in secondary schools. The reports provide interesting reading and would seem to offer persuasive evidence that DE students are not receiving adequate preparation in regard to economic competencies nor that DE teachers possess all that would be desirable in regard to economic competence. Such studies as these point to several possibilities: (1) inadequacy of teacher education programs in preparing future teachers for economic competence, (2) ineffectiveness of available curriculum materials, and (3) lack of emphasis placed on the study of economics by curriculum developers.

Two findings from the studies point out the nature of the economic illiteracy. When DE students and DE teachers were asked to respond to the

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[12]Crawford, Lucy C. *Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities.* Project in Vocational Education Conducted Under Part C of Public Law 90-576, February 28, 1976.

[13]National Management Advisory Council. *A Survey of Distributive Education Teachers: Their Attitudes Toward Business and Their Knowledge About the American Economic System.* Chicago: Sears, Roebuck and Co., December 1975.

statement, "The best single way to raise the standard of living is . . ." 43 percent of the DE students indicated that prices should be reduced, while only 13 percent indicated that productivity should be increased; only 56 percent of the DE teachers felt that productivity should be increased. When the students and teachers were asked to respond to the question, "What do you believe is the best economic system for the United States?" 34 percent of the DE students indicated that they did not know and only 29 percent checked capitalism; the DE teachers fared better in that 62 percent checked capitalism and 31 percent checked a combination of capitalism and socialism.

Improvement in any study of economic literacy should be a goal of distributive education. Perhaps these two studies have only exposed the tip of an iceberg; in any event, the results suggest that a total review of the curriculum endeavors of distributive education may be in order.

PLANNING TO SERVE THE INDIVIDUAL STUDENT

Common to all local program planning efforts are problems (obstacles) that must be considered. Some of these are potential biases in follow-up studies, community surveys, and advisory committees. One problem in particular occurs when a given group of students has differing career aspirations which require specific training needs peculiar to their career objectives. Curriculum inflexibility in meeting the training needs of various distributive occupations can lead to a deadend; that is, the only solution is an undesirable solution—students forced to seek preparation in only local job opportunities and students leaving the area ill-prepared for a "foreign" labor market.

Distributive education programs seem to have settled into a comfortable curriculum position that results in all students in a given class receiving similar (if not the same) instruction. The only tailoring or individualization is through omission of certain topics (activities) rather than the creation of other learning activities. DE teachers are not unique in this aspect; its causes find root in several situations that need not be explained here. There are, of course, isolated examples of education groups and publishing companies attempting to provide instructional materials that gear instruction to the selected occupation of the student; however, the extent of adoption leaves much to be desired.

MOBILITY PATTERNS

In the past, most distributive education programs have attempted to prepare persons primarily to meet the needs of the local community, and any generalizability of the preparation to other communities was incidental and of an unplanned nature. Although we live in a highly mobile society, the American ethic of the value of living and working throughout one's life in the same community still exists. American parents usually aspire for their children to live and prosper in their hometown.

In fact, when some farsighted DE personnel attempted to prepare students for job opportunities that did not exist in the local communities but represented a substantial demand in large metropolitan areas, forces in the local communities involved resisted because the students were being prepared

and encouraged to leave the community. Any DE teacher can review the results of his/her last year's follow-up study to determine just how mobile are former distributive education students. Even though the follow-up study generally produces a bias in favor of the non-mobile graduate (since the graduates residing in the local community are more accessible and more likely to respond to inquiries from a local person), it is still one of the best indicators of degree of mobility of the DE graduate.

It has been thought that employees generally migrate from the rural or small-town setting to the metropolitan areas. Mobility projections can be constructed by determining the migration patterns of past students and projecting this information to future students. Simple extrapolation is probably the least difficult and most accurate of the projection techniques for the local DE planner. When a DE teacher determines that a substantial number of program graduates are consistently moving to another area, he/she should then set out to determine what kind of positions these former students are obtaining and what job opportunities actually exist in the other communities to which they migrate. There should also be some type of measure of job satisfaction (e.g., Minnesota Job Satisfaction Questionnaire) for the mobile students in order to determine if they selected their present positions from a set of attractive or unattractive alternatives.

POSSIBLE GOAL CONFLICTS

In any planning system where there are two or more variables to consider, the chance to experience a goal conflict exists. One approach might be to weigh each goal (criterion). Once weights are assigned, an index can be constructed to help evaluate the items (in this case, either jobs in distribution or types of instructional programs). First, consideration will be given to illustrative goal conflicts arising in local planning, and second, a method to resolve conflicts will be presented.

Too often, vocational education, and in this case distributive education, has been projected as a way of curbing the national manpower ills (unemployment and underemployment, to name a few). A conflict can arise, however, when on one hand distributive education is to make maximum impact on the needs of the marketplace, and on the other hand, it does not necessarily align itself with student aspirations. A second conflict can occur when distributive education is expected to have as many products (graduates) as possible and yet be delegated the additional responsibility of serving the most expensive sector of the student population—the disadvantaged and the handicapped. Figure VIII illustrates an index that could aid in resolving such conflicts in that it would consider all important criteria and show priority and distribution.

The priority criteria could represent the data one wants to take into consideration when selecting distributive education curriculums to be implemented on the local level, e.g., labor market opportunities, job satisfaction, and curricular cost. These criteria and their respective weights

FIGURE VIII. Hypothetical Curricular Priority Matrix for Distributive Education

Curriculum - Occupation	Priority Criteria	Appropriateness for DE	Labor Market Opportunities	Student Aspirations	Job Satisfaction	Service for the Disadvantaged	Availability of Instructors	Curricular Cost (Weight = 2)	Curricular Priority Index	Rank Priority Order
Cooperative (general)	3	3	3	3	1	3	3x2	22	1	
Project (general)	3	3	1	1	3	2	1x2	15	5	
Food Preparation	0	2	1	2	2	2	1x2	11	X	
Petroleum	3	2	2	2	2	2	2x2	17	3	
Advertising Services	3	1	1	2	1	1	2x2	13	6	
Fashion Merchandising	3	2	2	2	1	2	2x2	16	4	
Entrepreneurship	3	3	3	3	2	2	3x2	22	1	

General Ranking of Cell Scores:

0 - Inappropriate for Distributive Education

1 - Low Priority Score

2 - Moderate Priority Score

3 - High Priority Score

as shown in the Curricular Priority Matrix are purely illustrative.[14] In actuality, priorities would have to be established consistent with the local and state plans for distributive education.

This planning model is extremely flexible and can be adjusted to meet the needs of the local community. Priority criteria can be weighted and reflect the constraints of the local DE planner. If, for example, cost is an extremely critical factor, it can be weighted as in the illustration to double the effect of cost on the final index total. When situations occur whereby the priority criteria do not justify specialized institutional programs, the accumulated demand may justify a combination of certain of the occupational offerings that are of high priority. The program that results from the combination of instructional programs can be offered under the cooperative plan or the project plan, whichever the curricular priority matrix indicated would be more appropriate.

[14] Young, Robert C.; Clive, William V.; and Miles, Benton E. *Vocational Education Planning: Manpower, Priorities, and Dollars.* Columbus: The Ohio State University, 1972. p. 132.

This model will only assist those DE planners who want assistance in rationally considering the variables deemed important in the local community. The model certainly can be manipulated by anyone desiring to stress his/her own personal bias in the planning situation. It is only a means to add some aspect of rationality to the planner's particular value judgments.

SUMMARY

This chapter was not meant to be all-inclusive in regard to curriculum patterns and strategies in distributive education. The charge was to discuss the secondary school distributive education program and curriculum developments appropriate for that level. As for the other realms of distributive education, junior high/middle grade, postsecondary, and adult levels, much of what is contained in this chapter is indeed applicable to those levels. We focus on jobs instead of levels of education, and the job does not dictate the level of instruction. Just as one can be prepared for an entry-level job at the secondary level of instruction so can another person be prepared for the same job at the postsecondary level.

Inevitably, one must face the issue of ideal versus reality. It is the hope of the author that what has been discussed and recommended is a blend of the two categories.

As the DE audience approaches a new maturity in distributive education curriculums, opportunities abound for innovative approaches in the delivery of instruction for distribution. Teacher preparation programs, state and local supervisors, and indeed all DE teachers will need to adjust existing programs to accommodate these new delivery strategies and the expanding and changing DE audience.

CHAPTER 13

Developing Business Teacher Education Programs

Section A: Status and Direction of Business Teacher Education Programs

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EDITORS' NOTE: This chapter is presented in two parts. Part I fixes upon the undercurrents of activity which have been influencing business teacher education, particularly in schools or colleges of business but with some reference to programs in schools or colleges of education. Part II emphasizes the role of competency-based business teacher preparation programs and presents two models of that approach. These two parts do not contradict, but rather complement, each other as parts of a whole.

Education for business nationwide has undergone dramatic change since the Gordon and Howell and the Pierson reports were published in 1959. In the early 1960's, emphasis on training in business programs shifted away from teaching vocational subjects toward teaching much more conceptual and theoretical material. Greater emphasis was placed on the basic disciplines of mathematics and behavioral science, and training became much more analytical in nature. Integrating analysis and policy formulation under conditions of uncertainty were stressed. Vocational and skills-oriented courses were downgraded as faculties of schools of business administration were pressed to respond to criticism offered in the reports and to seek higher status within the university community.

CHANGING DIRECTIONS IN SCHOOLS OF BUSINESS

Fundamental shifts in the environment have also caused business administration programs to shift their emphasis during this period of time. The geometric increase in knowledge that has taken place has made it very difficult to keep current in order to teach the latest concepts, theories, and techniques and has increased the need to develop innovative delivery systems to assist in lifelong learning. Public sector activities have grown to account for approximately one-third of our gross national product, and the need to supply better managers for these activities has been highlighted by

the economic problems in New York City, the political and moral problems of Watergate, and the rapidly increasing size of the federal deficit. Socio-economic problems such as energy, crime, public health, and welfare require multidisciplinary solutions and have increased the demand for managers with the background and knowledge needed to understand these complex interrelationships. Public expectations have shifted toward greater concern for quality of life, and managers are being judged by their contributions to society as well as by their ability to generate profit. Finally, improvements in worldwide communications and transportation systems have heightened the multinational dimensions of management and have made it necessary for managers to understand differences in culture, economic systems, political systems, and legal systems.

Schools of business administration have responded to environmental demands by changing their mission, programs, curriculums, and delivery systems. New programs have been added to train managers for nonprofit organizations such as hospitals and health care organizations and for positions in the public sector. Some schools changed their names to reflect this broadening of mission and programs toward teaching management in a generic sense, and many more made substantive programmatic changes. The extent of these changes is indicated by a review of titles and programs. Eighteen American Assembly of Collegiate Schools of Business (AACSB) have changed their names during the last three years to include "management" as distinct from "business" in their titles. A recently conducted AACSB survey of its members plus a few nonaffiliated business schools showed that 89 business schools now offer areas of specialization in public administration, and 59 offer areas of specialization in hospital administration or health care administration.

Unfortunately, these shifts away from vocational and skills-oriented courses have frequently impacted business teacher education programs in negative ways. Many schools of business administration have opted to "wash their hands" by either discontinuing their business teacher education programs or by transferring them to the college of education, thereby removing any direct responsibility for this training and the structure of curriculums. The three main reasons for this movement apparently were the press by business schools for greater "academic respectability" within the university, the failure of business teacher education faculty to recognize the value of requiring a broad foundation or "common body of knowledge" in business subjects of students preparing to teach vocational or skills-oriented subjects in high schools, and the press by many schools to achieve accreditation of their business programs. Many schools seeking accreditation found it easier to discontinue or transfer their program in business teacher education than to bring it to the level of meeting AACSB Accreditation Council standards.

This shift of business teacher education programs away from business schools has, in many ways, had negative effects, for the shift has tended to dilute curricular requirements in quantitative and behavioral science and the functional areas of business administration in favor of methods and

skills-oriented courses. Yet, how can teachers hope to effectively train students for positions in business when they themselves have had insufficient training in business subjects. Business school faculties complain that those students opting to major in business administration in college are not the right students and that they have misconceptions about business careers, but they have done too little to assume the burden of preparing teachers of high school business subjects who have an adequate understanding of business administration and management. Teachers without this background can hardly be expected to provide students with correct impressions. The easy way is frequently not the best way, and schools of business administration need to reassess their position concerning business teacher education programs and move to strengthen these programs in every way possible.

ADMINISTRATIVE STATUS

Collegiate business teacher educators are concerned with maximizing the effect of teacher education programs, along with other impetuses, on the total educational system. The process used by different educators, whose responsibility it is to provide an environment in which to prepare and initiate prospective teachers into their profession, may differ because of the type institution where a teacher is prepared. Business educators have undergone change because of the 1959 Gordon and Howell report, because in 1963 legislation recognized them as vocational educators, and because of a need to provide the citizenry with social-consumer-economic education as well as to continue to provide education for business office skills. More recently, the Kettering Report made recommendations that challenge teacher education to provide prospective teachers with interdisciplinary team teaching and successful work experience—even as part of in-service training programs.

The question, which are the institutions that develop business teacher education programs, is important. Articulation among state departments of education and business-administration, education, and business education faculties at colleges and universities is necessary if teacher certification requirements are realistic and relative. Of course, constant feedback, input, and follow-up of those teaching is necessary. Competency-based teacher education is dealt with in another section of this chapter. The mandate for in-service education must come from state departments of education; teacher education institutions can only instruct and guide. Once a teacher is certified, the teacher education institution occupies in managerial terms what is called staff capacity.

Business teacher education programs can be categorized as being in one of four types of schools: (1) AACSB accredited institution, college of business administration; (2) AACSB accredited institution, college of education; (3) non-AACSB accredited institution, college of business administration; and (4) non-AACSB accredited institution, college of education. From a 395 survey mailing (65.1 percent return) consisting of NABTE member schools, AACSB accredited schools, and schools that are both members of NABTE and also accredited by AACSB, some indication of the organizational

pattern of institutions that develop business teacher education programs can be gleaned; however, the findings are subjective.

1. Thirty-seven (29.9 percent) AACSB accredited schools had no business teacher education program. The remaining (70.1 percent) AACSB accredited institutions had a program controlled by either education or by business administration. Approximately one-half were in education, one-fourth in business administration, and one-fourth in other organizational structures.

2. Approximately one-fourth of the non-AACSB accredited schools had business teacher education programs in education, and approximately three-fourths in business administration.

3. Fifteen programs in institutions accredited by AACSB had been discontinued. Eleven of these were discontinued in the 1970's; however, five programs had been initiated—all in education. Three programs in nonaccredited AACSB institutions had been discontinued. Two of these were in 1976. Fourteen programs had been initiated in nonaccredited AACSB institutions with the majority being located in business administration.

4. To find out the association between business teacher education and office administration, the question was asked, "In your college/university are office administration and business teacher education controlled by the same college/department?"

From 150 nonaccredited AACSB institutions, 20 said "no." In most cases where control is split between business administration and education, more than likely office administration will be with business administration. Several schools had only business teacher education programs; skills training is obtained at two-year institutions concurrently with or before entrance into the business teacher education program.

From 87 programs in AACSB accredited institutions, office administration is usually located with business teacher education. However, more office administration programs are located in colleges of business administration than are located in education. Several schools indicated a shift of both office administration and business teacher education to a department of education called vocational-technical education.

5. From 1955 to 1965, 10 (12.5 percent) programs in business teacher education in AACSB accredited schools were shifted from business administration to education; from 1965 to 1975, 16 (20.0 percent) were shifted from business administration to education. The only consensus derived from the data for nonaccredited AACSB schools is that administrative change is practically nonexistent.

The data indications from these five findings are as follows:

1. A business teacher education program in an accredited AACSB school will most likely be under the jurisdiction of an education administrator. Programs in non-AACSB accredited schools will probably be under the control of a business administration administrator.

2. Business teacher education programs are vulnerable to enrollment requirements. The major problem in administration of business teacher education is not administrative control but limited enrollments.

3. An interdisciplinary approach and a business administration faculty that supports and understands business teacher education is needed. No longer is it feasible or ethical to train just for business teacher education. Business teacher education majors need the analytical and managerial tools any other business administration graduate obtains.

4. Being in business administration or in education does not seem to determine whether or not a program will be discontinued or initiated. A comment one institution made may be helpful to those who are experiencing decreasing enrollments.

> In 1964 we discontinued our major in business education. Since that time students still prepare for business teaching careers and still complete the same type of program; however, instead of having a separate major called "business education," we offer 13 different options under the single degree BS in business administration. Our credential candidates complete one of these options to receive their BS degree in business administration. On top of that they must add their professional courses in education, including student teaching.

5. Alternative ways must be found to give business teacher majors the skills of typewriting and shorthand. One institution gave the following information: "Students entering the secretarial field acquire their typewriting and shorthand skill before entering the business teacher major. We no longer offer shorthand and typewriting except as students polish such skills in the methods classes (special laboratories are offered for no credit for those students needing to brush up on their skills)."

6. Administrative shifts from business administration to education have occurred. Approximately one-third of the programs in AACSB accredited schools from 1955 to 1975 have shifted from business administration to education; however, shifts in nonaccredited programs have been minimal. Business teacher educators must face the question, "Is a business teacher education graduate as prepared for the business world as a business administration graduate?" As programs in high school are identified more with vocational education, programs in business teacher education can expect to become part of or work more closely with vocational teacher education departments in institutions that train vocational teachers. Business administration faculties will continue to be the main thrust from which business teacher education majors receive their subject matter content.

A Typical Social Business-Secretarial Program in an AACSB Accredited School

First Year

First Semester	Cr.	Second Semester	Cr.
Typewriting	2	Typewriting	2
Quantitative Analysis	3	Quantitative Analysis	3
Speech	3	Computer Science	3
Humanities Elective	3	Humanities Elective	3
Humanities Elective	3	Free Elective	3

Second Year

First Semester	Cr.	Second Semester	Cr.
Accounting	3	Accounting	3
Statistics	3	Statistics (Ed. Measurements)	3
Economics	3	Economics	3
Education, Introduction	3	Educational Psychology	3
Psychology	3	Business Communications	3

Third Year

First Semester	Cr.	Second Semester	Cr.
Accounting	3	Shorthand	4
Shorthand	4	Business Law	3
Business Machines	3	Bus. Ed. Methods	3
Business Law	3	Finance	3
Marketing	3	Management	3
		Free Elective	3

Fourth Year

First Semester	Cr.	Second Semester	Cr.
Shorthand	4	Student Teaching	12
Bus. Ed. Methods	4	Student Teaching Seminar	3
Business Policy	3		
Production Management	3		
		Total Credits = 122	

Note that the advanced business courses are not available to first and second year students. When students enroll in the third year they have had the necessary quantitative skills, computer background, and economics preparation to function at the managerial level in the advanced business courses.

A Typical Social Business-Secretarial Program in a College of Education

First Year	Cr.	Second Year	Cr.
Science	8	Educational Foundations	3
English	6	English	6
Social Science	3	Psychology	6
Mathematics	6	Accounting	6
Office Administration	5	Office Administration	5
Physical Education	1	Science	4
Humanities	3	Humanities	3
		Health-Safety Education	2

Third Year	Cr.	Fourth Year	Cr.
Curriculum & Instruction	5	Curriculum & Instruction (Methods in teaching minor)	8
History	3	Educational Foundations	2
Humanities	6	Business Administration	3
Social Science	3	Business Administration	3
Accounting	3	Social Science	3
Office Administration	9	Teaching Minor or Electives	6
Health-Safety Education	1		
Economics	3		
Teaching Minor or Elec.	3		
		Total Credits = 128	

Note that programs in education may be the same as those in business administration; however, usually less emphasis is placed on the quantitative skills, and fewer business administration courses are required.

PROGRAM DEVELOPMENT

Several specific curriculum models for business teacher education have been presented, and a number of considerations for developing future models will be discussed. Decisions regarding the considerations presented have been based on beliefs concerning education in general and business education in particular; socioeconomic conditions and needs; analyses of the past, present, and future role of the business teacher; and educational developments relating to curriculum organization.

Business education, like many other types of vocational, technical, and academic education, has been subjected in every generation to rigorous criticism and challenge—from within the profession, from government, from industry, from parents, and more recently from students. Business educators have occasionally been charged with being faddist or "looking before they leap," but mostly the charges have had to do with alleged failures to be innovative and responsive to new conditions, to existing needs, and to change that continually interweaves its way through society and the business community. More often than not, change has been "forced" by state certification, educational legislation and funding, and accreditation standards rather than the desire to practice "preventive maintenance" through innovative approaches and possible solutions to developing and/or existing problems within the field. In other words, if and when business teacher educators have been out of step with the music, the tendency has been to change too little and to do it too late; it is not a question of changing too much or too fast.

The needs and problems of business education programs are many, complex, and very speculative at this point. No attempt will be made here to either elaborate or assess them. A list of possible considerations to use in the development of future programs or in the refinement of existing teacher education programs follows:

1. Programs based in a consortium of industries and educational institutions
2. Occupational experience

3. Modern fiscal and management practices (i.e., PERT, PPBS, and management by objectives)
4. "Inner-city syndrome"
5. Accountability in business education
6. Interdisciplinary team approach to business education
7. Teacher research as a basis for initial and ongoing programs
8. Teacher's capacity to understand and to consult research
9. Internships for student teachers
10. Vocational certification
11. Adult education
12. Politics of education
13. Strategies for implementing change
14. Programs related to aging with emphasis on counseling, upgrading, and retraining
15. A shared certification responsibility among state departments, professional groups, higher education, and local communities
16. Means to monitor, develop, recommend continuing education for teachers
17. Means to develop humane, rigorous criteria for entrance into business education profession
18. Professional certification representing high levels of proficiency in the diagnostic, analytic, and leadership skills associated with master teachers
19. Accreditation of vocational and technical programs
20. Articulation of secondary and postsecondary programs and faculty
21. Federal, state, and other funding sources; grants and proposal writing
22. Human relations
23. Public relations
24. Occupational career counseling
25. Employer-employee relationships
26. Societal influences
27. Reading disabilities
28. Individualized instruction.

The business teacher education curriculum is an area of neglect and challenge. Major rethinking and changes are needed in the field if appropriate response is to be made to the increased demands and needs of present-day society. Traditionalism has long held its grip on teacher education programs. The price paid for maintaining sacred programs and ideas has been the failure to respond in more than a token way to the current needs and challenges of business education.

GRADUATE PROGRAMS

A variety of graduate programs in business teacher education are available throughout the United States. The type of degree awarded and

the content of the program of study is determined largely by who controls the program administratively—the school of business administration or the school of education. The most common types of degrees awarded are the master of arts, the master of arts in teaching, the master of science, the master of science in business, and the master of science in education.

Many factors are involved in deciding where the undergraduate and graduate business teacher education programs are administered in individual colleges or universities. If the school of education houses all the undergraduate teacher education programs, then the business education program would be located in the school of education. Usually the graduate program would also be located in and administered by the school of education. Graduate programs of study administered by schools of education tend to place more emphasis on professional education and less emphasis on business administration content. Although the preceding is the general pattern, it is possible to find schools of education that place a major emphasis on the business content area.

If the individual teacher education programs (English, mathematics, etc.) are located in the content areas, then the business education program is controlled administratively by the school of business administration. If this is the case, the graduate business education program is also administered by the school of business administration. However, some schools of business administration have retained the undergraduate business program and have shifted the administrative responsibility of the graduate business education program to the school of education. Programs administered by schools of business administration generally place more emphasis on business administration content and less emphasis on professional education.

The American Assembly of Collegiate Schools of Business has and will continue to have a major impact on graduate programs in business education. This influence will affect the content and the admission requirements of graduate business education programs administered by schools of business administration and possibly of business education programs administered by other administrative units. The interpretations of the AACSB standards indicate that "all graduate programs offered by an institution which permit more than 50 percent of the course content or credit hours in subjects commonly available in a school of business will be examined and presumed appropriate for consideration in the accreditation process."[1] If a school of business administration applies for accreditation or is accredited by the AACSB, then the graduate business education program will be examined in the accreditation process regardless of where the program is housed administratively if 50 percent of the course work is in business. The major question to be answered is: Are professional business education courses classified as business administration courses or as education courses?

In the *AACSB Accreditation Council, Policies, Procedures and Standards,* the standards indicate that the "Master's degree programs in business must

[1]American Assembly of Collegiate Schools of Business. *AACSB Accreditation Council, Policies, Procedures, and Standards,* 1976-77. St. Louis: the Association, 1976. p. 13.

require students to have completed, either at the undergraduate or graduate level, the equivalent to the common body of knowledge in business and administration. . . ."[2] The implication of this requirement is that business education teachers who have not acquired this common body of knowledge must do so prior to completing the graduate program in business education. A person who was graduated from an AACSB accredited undergraduate program should therefore meet the prerequisite requirement of this "common body of knowledge." The "common body of knowledge" as defined by the AACSB is:

> To provide students with the common body of knowledge in business and administration, programs shall include in their course of instruction the equivalent of at least one year of work comprising the following areas:
>
> a. a background of the concepts, processes and institutions in the production and marketing of goods and/or services and the financing of the business enterprise or other forms of organizations;
>
> b. a background of the economic and legal environment as it pertains to profit and/or nonprofit organizations along with ethical considerations and social and political influences as they affect such organizations;
>
> c. a basic understanding of the concepts and applications of accounting, of quantitative methods, and information systems;
>
> d. a study of organization theory, behavior, and interpersonal communications;
>
> e. a study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.[3]

When the school of business administration is not accredited by the AACSB or when the program is administered by a school of education, the prerequisite requirement of the common body of knowledge is not usually an admission requirement to the graduate business education program.

There are two ways for business education teachers to meet this requirement—to complete the undergraduate core requirements as an undergraduate or graduate student or to complete additional courses at the graduate level. A graduate business education program such as one offered in a school with undergraduate AACSB accreditation provides a curriculum that would assist those business education teachers who lack these requirements to fulfill them on the graduate level.

The program of study in an undergraduate AACSB accredited school of business administration emphasizes the "common body of knowledge" in the admission requirements of the graduate business education program. The graduate curriculum consists of a minimum of 50 percent of the course work in business administration content courses and a maximum of 50 percent of the course work in professional business education courses. A program in a representative AACSB accredited school might be:

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[2] *Ibid.*, p. 32.

[3] *Ibid.*, p. 30.

Master of Science in Business Education

The following courses take the place of the common body of knowledge for those students who have *not* completed them at the undergraduate level.

	Credits
Production Management	3
Financial Accounting	3
Financial Concepts of Management	3
Elements of Quantitative Management	3
Fundamentals of the Legal Environment of Business	2
Management Theory and Practice	3
Business Information Systems	2
Concepts and Issues in Marketing	3
Concepts in Economics	3
Business Policy	3
	28

Required Courses (15 credits)

Foundations in Bus. Ed.
Research in Bus. Ed.
Field Study in Bus. Ed.
Economics
Educational Administration

Restricted Bus. Ed. Electives (6 credits)

Teaching Office Occupations
Teaching Social Business
Workshops in Bus. Ed.

Restricted Bus. Adm. Electives (6 credits)

Free Elective (3 credits)

Minimum = 30 credits

Two programs of study in business education at a college in South Carolina administered by the school of business administration not accredited by AACSB provide for diverse needs. Both a master of science and a master of arts in teaching degree programs are available. The master of science degree requires 30 percent of the program to be in business administration content courses, 20 percent in research, and the remaining 50 percent in professional business education courses. The master of arts in teaching degree requires 40 percent of the program to be in professional business education courses and permits a maximum of 40 percent to be elected in business administration courses or in approved electives. The remaining 20 percent must be in the area of professional education courses.

Master of Arts in Teaching

Area I (Business Education) (12 credits)

All students must complete a minimum of 12 semester credits in professional business education courses.

Area II (Education) (6 credits)

All students must complete six hours in professional education courses.

Master of Science

Area I (Business Education) (15 credits)

All students must complete a minimum of 15 semester credits in professional business education courses.

Area II (Research) (6 credits)

All students must complete six hours in thesis.

Area III (Electives) (12 credits)	Area III (Business) (9 credits)
All students must complete a maximum of 12 semester hours in business administration, economics, computer science, or in courses approved by the advisor.	All students must complete a maximum of 9 semester hours in business administration, economics, or computer science.
Total (30 credits)	Total (30 credits)

A program in Ohio administered by a school of education offers a master of education and a master of arts degree program in business education. The master of education requires 33 percent of the program in professional education courses, 33 percent in professional business education courses, and 33 percent in business administration content courses. The master of arts program is similar with the exception of nine quarter hours in thesis.

Master of Education

Core (The courses in this area may be taken in any sequence)

Communications in Education
Introduction to Foundations of Education
Educational Statistics I
Foundations of Business Education

(12 quarter hours)

Professional Education Courses

Introduction to Educational Research
Improvement of Teaching

(6 quarter hours)

Requirements in Business Education

(Courses to be selected from the following:)
Consumer Education in the Schools
Survey of Vocational Education
Administration and Supervision in Business Education
Vocational Business Education Programs for Adults
Current Trends in Basic Business Subjects
Current Trends in Bookkeeping, Data Processing
Current Trends in Technical Business Subjects
Seminar in Secondary Education: Business Education (Required)

(12 quarter hours)

Requirements in Business Administration

Courses to be selected from accountancy, business economics, finance, management, and marketing

(15 quarter hours)

Total (45 quarter hours)

In all programs reviewed, both business administration content and professional education courses are required; however, the administrative control of the program and the accreditation determines whether the emphasis will be on subject matter or methods of teaching courses within the program of study.

Business educators at all educational levels should be knowledgeable about the types of graduate business education programs available in the United States. The administrators of these graduate business education programs should involve many resource people—business educators at the secondary, junior college, private business school, undergraduate and graduate levels; representatives of the state department of education; businessmen and businesswomen—in planning and reviewing the programs.

When programs are being planned and revised, it is important for those involved to study the standards and guidelines of the American Assembly of Collegiate Schools of Business, the National Association of State Directors of Teacher Education and Certification, and the National Association of Business Teacher Education. All of these steps will help to insure a program of study that will meet the current and future needs of business education teachers.

Section B: Two Models of Competency-Based Business Teacher Education Programs

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The rapidly rising cost of education has caused a reaction by the public to learn just what educational institutions are producing. This reaction has resulted in a desire for accountability and/or justification of that cost. Although university faculties have searched for a means of preparing more qualified teachers for classrooms, the public has also had an impact on needed change in teacher preparation. As the public has been asked to contribute more and more money for education, it in turn expects a better product coming from educational institutions. The end result has been a movement toward measurement of the product by statements of competencies and objectives.

Competency-based education is the most discussed movement in teacher education today. A great deal of time has been spent in writing articles, entire journals, and books on the subject. Seventeen states have administrative or legislative policies permitting competency-based certification, and the movement is now having an effect on graduation from high school.

Competency-based education is founded primarily on one simple notion. Objectives should direct instruction. To accomplish this, objectives in a competency-based program are (1) explicitly stated, (2) in terms of learner outcomes, and (3) made public. In teacher education, these objectives are based on the roles of the practicing professional.

The intent of this presentation is to describe two ongoing competency-based business teacher education programs. Both are based on stated competencies and both end with the demonstration of such by the teacher trainee. How the student progresses through each is quite different and the material should stimulate thinking for those who are not familiar with competency-based instruction or those who desire to become involved in it at a future date.

DESCRIPTION OF COMPETENCY-BASED PROGRAMS

There are a number of ways that competency-based programs may be structured to assure that each student has met specific competencies. However, the end result in each is that there is a demonstration by the student of his/her competency prior to certification to teach.

One approach is to assign certain courses to the program of study, then test the students at the end of the program to determine if they can demonstrate competency attainment. A second approach is to assign competencies, based upon skills and knowledges needed by the practicing teacher, to courses within the program of study. One or more courses may include these competencies, possibly in addition to others. Students must choose courses from the array which will build the competencies outlined for the program of study each is pursuing. A third approach is to determine the competencies needed by teachers in today's classroom and then build a program of study that will aid the student in the attainment of those competencies.

The two programs presented here have been developed, placed in operation, and refined over a period of time. Each program deals with the preparation of business educators for teaching in the private and public schools of our society. The first program, the Urban Business Teacher Education Program, has evolved at Governors State University, Park Forest South, Illinois, over a period of five years. This program follows the second approach mentioned above.

The second program, the Professional Teacher Preparation Program, College of Education, University of Houston has evolved over a five-year period of time and follows the third approach mentioned above. Its base pattern is used for the training of teachers at the elementary, secondary, and all levels in education.

THE COMPETENCY-BASED URBAN BUSINESS TEACHER EDUCATION PROGRAM AT GOVERNORS STATE UNIVERSITY

Governors State University is a competency-based university. All degree programs have stated competencies which a student must meet in order to earn the bachelor's or master's degree. Students may determine the competencies needed to complete a program by referring to the Instructional Systems Paradigm for that program. All courses follow a course outline written by the professor which includes specific performance objectives to be achieved by each student to complete that course.

Students may register for a course and have up to 32 weeks in which to complete it. Originally there were six 8-week sessions per year scheduled at Governors State University, and students could register for a course and had an indefinite time to complete its objectives. Only upon achievement of the course objectives was there any official record made of the student's registration in that course. If the student did not complete the objectives, there was no official record made; therefore, no failure resulted. After about a year and a half of operation it became apparent that if students did not complete in six months or less, it was unlikely that they would ever complete a course for which they had registered. Therefore, it became administratively prohibitive for professors as well as the records unit to carry students indefinitely in a course, and a new rule went into effect that students must finish in six months or they would be administratively dropped from the course. However, there was no official record to show that the student had ever registered in a course which he or she did not complete; thus, no failure shows on any student's record.

The original intent of the 8-week session was for students to be able to register for fewer courses and concentrate effort in fewer directions to permit in-depth study for each course. Most courses were offered for three units of credit, a unit being the equivalent of a semester hour. Classes met for two or three hours per week for the 8-week session on the assumption that students would profitably spend a greater amount of time in the Learning Resources Center to reach the objectives stated for the course. With fewer organized classroom hours, the student could work in the Learning Resources Center, and the professor became a tutor to help each student attain the objectives stated. Class size was projected to be 15 or fewer students per class. However, the University grew, programs grew, enrollments grew, and class size grew to an average of 30 students per class.

As class size grew and as the student body became more heterogeneous, it became apparent that students desired more structure and class time direction by the professor in the coursework. Students wanted regular assignments and classroom presentations, which resulted in organized classroom meeting time being increased from 2 or 3 hours per week to a minimum of 15 class contact hours for each unit of credit. The outcome was that a three-unit course would meet 6 hours total per week, usually 3 hours on two days per week. At this rate, assignments were very heavy for students; therefore, the 8-week session gave way to three 16-week trimesters per year. At the present time, the normal three-unit course meets for 3 hours one time each week over a period of 15 or 16 weeks.

The outline for each course has remained consistent. The performance objectives are distributed on the first day of class, and the students know exactly what they must accomplish to complete the course. The only difference is that courses are now more teacher directed and students are no longer expected to spend the greatest portion of their time in the Learning Resources Center working individually.

The student transcript has not changed from the first day of operation of Governors State University. No grades are given; the student transcript

consists of a listing of competencies demonstrated by the student for each course completed. Consequently, a student's transcript may be from 20 to 40 pages in length. As an upper-level university offering only junior, senior, and graduate courses, students normally enter with 60 hours of credit from a community college and must take 60 units at Governors State University to total 120 hours for the bachelor's degree. Each student usually takes approximately 20 courses, so if the transcript for a course is more than one page in length (which is not at all unusual), the complete student transcript can easily contain 40 pages or even more.

URBAN BUSINESS TEACHER EDUCATION PROGRAM COMPETENCIES

The urban business teacher education program at Governors State University is a competency-based program which emphasizes the achievement of competencies rather than the accumulation of credits. The definition for "urban" in this program is multicultural, multiracial; therefore, the business teacher education program is designed to prepare teachers for a position in any secondary educational setting with emphasis on multicultural and multiracial schools. The competencies in the undergraduate and graduate programs for the urban business teacher education program at Governors State University are characterized in four competency categories: professional competencies, knowledge competencies, skills competencies, and human relations competencies.

Professional competencies. A business teacher in an urban community should know the history and development of American education, the ideas and beliefs that underline its formation, and the extent to which it is fulfilling the democratic promise. He should know the characteristics of the urban environment and their implications for educating for business occupations. He should develop understanding of the ways in which people learn, of the social and cultural influences upon learning, and ways of interpreting behavior in light of these influences. He should develop ability to stimulate and motivate learners in accord with their individual needs, interests, and capabilities and should become able to affect change and progress in the educational system.

The undergraduate competencies that contribute to the professional competency category are:

1. Knowledge of the history, origins, and trends of education
2. Knowledge of and identification of forces affecting education and the ability to plan accordingly
3. Knowledge of and the ability to recognize and adapt to social and cultural differences of racial and ethnic groups
4. Knowledge of theories for learning and their relationship to affective, cognitive, and psychomotor aspects of learning behavior
5. Knowledge of specific methods and techniques of facilitating learning
6. Knowledge of and the ability to diagnose and evaluate educational achievement.

The graduate competencies that contribute to the professional competency category are:

1. In-depth knowledge of the foundations of public education
2. In-depth knowledge of the social history, origins, and trends of public education
3. The ability to recognize and identify social changes affecting education and to adjust accordingly
4. Knowledge of learning theories and their application to affective, cognitive, and psychomotor aspects of learning behavior
5. Mastery of specific strategies, methods, and techniques for facilitating learning
6. The ability to effectively diagnose and evaluate educational achievement
7. The ability to engage in and interpret research results in improving the teaching-learning process
8. The ability to identify problems and cooperate in educational and community development.

Knowledge competencies. The education of a business teacher must include concepts and facts about business, business education, content, and knowledge theory.

KNOWLEDGE OF BUSINESS. A business teacher must have a knowledge of the business field, that is, the nature and structure of business and industry. He must possess business occupational intelligence. He must understand the role of organizations in society and their effect upon the individual and society. He should also develop understanding of human behavior in business and other social organizations. He should understand the effect of actions of business and individuals upon the national economy and vice versa. He should understand the moral, ethical, and social responsibilities of business, particularly its relationship to ethnic minorities, the environment, and social institutions.

KNOWLEDGE OF BUSINESS EDUCATION. An urban business teacher must know the purposes, goals, history, development, and trends in business education and vocational education. He should know the organization of business education and specific methods and techniques of training in business occupations. He should know how to influence the direction and course of business education with particular emphasis upon greater opportunity for minority groups.

CONTENT TO BE TAUGHT. A business teacher must know the subject matter he is to teach. He should know general business and economics, as they are basic in education for business occupations. He should know accounting and bookkeeping, secretarial studies, basic business, data processing, and the like, according to his teaching interests and goals.

KNOWLEDGE ABOUT KNOWLEDGE. An urban business teacher should know ways of talking about subject matter in his teaching field. This includes discussion of its elements, the logic of its content, uses of the subject matter, and its relevance to students.

The undergraduate competencies that contribute to the knowledge competency category are:

Business

1. The history of business
2. Business functions and organizations
3. Business occupations
4. Organizations and their role in society
5. Economic concepts and their relationship to individuals, institutions, and society
6. The service function of business in relationship to organizational survival
7. Laws germane to business activity and their social implications.

Business education

1. Origins, status, and directions of business education
2. The disciplines of business education
3. The structure of business education
4. Subject matter to be taught
5. Instructional materials, resources, aids, and technology in business education
6. Specific techniques of training in business education psychology of skill.

Content to be taught

1. Basic business
2. Any other selected teaching—accounting, secretarial studies, data processing, etc.

Knowledge about knowledge

1. How subject content may be used
2. How to discuss elements of subject content
3. The logic of subject content
4. Uses of subject matter
5. Relevance of subject matter.

The graduate competencies that contribute to the knowledge competency category are:

Business

1. History and forces for change in business
2. Business functions, organizations, and problems
3. Business and vocational opportunities and occupations
4. The role of social and business organizations in society
5. Employee innovation, management, evaluation, and reward in relationship to productivity
6. Relationship of economic concepts to organizations, institutions, and individuals
7. Social responsibility of business with particular emphasis upon the consumer
8. Laws germane to business policy and administration

9. The functions of business and business management.

Business education

1. Knowledge of issues, problems, and trends of business education
2. In-depth knowledge of origins, status, and organizational and social forces in business education
3. Knowledge of the disciplines and curricular structure of business education programs
4. Mastery of business content knowledge to be taught
5. Knowledge of instructional sources and technology in business education
6. Mastery of psychological principles of skill building
7. Mastery of designing social and vocational business learning experiences
8. Knowledge of research in business education content areas
9. Application of research design appropriate for business education
10. Knowledge of and use of business education research findings in teaching.

Content to be taught

1. Knowledge of financial, marketing, accounting, management, and economic aspects of basic business
2. Mastery of selected teaching areas—accounting, consumer economics, secretarial studies, data processing, etc.

Knowledge about knowledge

1. Knowledge of the relationship of subject content to curricular design
2. Knowledge of the relationship of subject content to program competencies
3. Knowledge of the relationship of subject content to business skills and knowledges
4. Knowledge of the relationship of subject content to changing social patterns.

Skills competencies. The education of a business teacher must include business tools, vocational skills, and instructional skills for application and use in the classroom setting.

BUSINESS TOOLS. The business teacher should become familiar with administrative processes and their role in management. He should develop knowledge of recording and using financial data, gathering, displaying, and interpreting information in quantitative terms, and uses of technological processes for information processing.

VOCATIONAL SKILLS. A business teacher must develop marketable skills in his selected teaching area; that is, he should be able to demonstrate attainment of employment standards in the specific area, such as secretarial, clerical, accounting, administrative management, data processing, and the like.

INSTRUCTIONAL SKILLS. A business teacher should possess ability to design instructional programs, create effective learning environments and manage them, interpret and respond to needs and behavior of learners, and evaluate and modify instructional plans and processes.

The undergraduate competencies that contribute to the skills competency category are:

Business tools

1. Understanding of administrative processes
2. Ability to utilize administrative processes in educational and business occupations
3. The ability to record, report, analyze, and interpret financial information
4. The ability to utilize financial information in decision making
5. The ability to communicate in quantitative terms
6. The ability to understand and interpret information prescribed qualitatively
7. Basic understanding of data processing techniques and uses.

Vocational skills

1. Attain qualifications for positions such as secretary, typist, accountant, administrative assistant, data processor, or other business occupations
2. Attain qualifications to plan, organize, staff, and control business and office functions.

Instructional skills

1. Create and plan instructional modules—formulating effective arrangement of components: objectives, content, experiences, evaluation, media, technology, and materials
2. Design performance objectives
3. Facilitate teaching-learning situations; organizing, managing, structuring, scheduling, motivating, and guiding of physical and human components
4. Communicate effectively through oral, written, and other symbolic means
5. Evaluate effectiveness of teaching learning experiences—formative and summative testing
6. Utilize educational technology effectively
7. Establish and maintain effective human relationships in educational environments
8. Utilize community resources for educational enrichment
9. Improve the quality of teaching-learning through use of results of evaluation and research
10. Show sensitivity to learners through educational psychology.

The graduate competencies that contribute to the skills competency category are:

Business tools

1. Knowledge and understanding of organizational theory and administrative process
2. The ability to relate organizational theory and administrative process to educational business occupations
3. The ability to design facilities to record, report, analyze, and interpret financial information
4. The ability to employ business information in decision making

5. The ability to analyze and report quantitative data
6. The ability to analyze and report qualitative information
7. The understanding and application of data processing systems.

Vocational skills

1. Attain qualifications for teaching and supervising such positions as secretary, typist, clerk, accountant, administrative assistant, data processing occupations, and other business occupations
2. Attain qualifications for advising business and educational institutions concerning organizational and human relationships.

Instructional skills

1. Design instructional courses including effective learning experiences utilizing a broad array of sources
2. Define objectives in measurable performance terms
3. Build teaching-learning situations to guide and motivate learners
4. Utilize current technological development in designing teaching-learning situations
5. Communicate effectively
6. Design valid testing and evaluative instruments to measure teaching and learning
7. Establish and maintain effective human relations and environmental aspects of the educational climate
8. Utilize community resources for educational enrichment
9. Improve the quality of teaching through the use of experimentation and application of research
10. Develop teaching-learning situations based upon established learning theory

Human relations competencies. A business teacher must be able to communicate, cooperate, lead, and follow. He must be able to work as an individual in person-to-person relationships, and in small and large group situations of homogeneous and heterogeneous composition. He should be able to understand and interpret racial and ethnic origins of differences in behavior in teaching-learning situations and should develop capability to respond and teach effectively. He should effectively communicate and participate in extra class efforts and activities. Further, the business teacher should understand self—his personality, attitudes, and behavior—and should become receptive toward change as self-assessment indicates. The business teacher should develop a positive attitude toward the service aspect of business education.

The undergraduate competencies that contribute to the human relations competency category are:

Development of interpersonal relations

1. Diagnose student needs and learning difficulties
2. Communicate with students, parents, and others
3. Negotiate interpersonal relations

4. Show respect for dignity and worth of every individual
5. Maintain a pleasant learning environment
6. Empathize with students
7. Maintain effective relationships with public bodies.

Development of intrapersonal relations

1. Knowledge of and ability to manage self
2. Favorable attitudes toward providing equal opportunity for all
3. Favorable attitudes toward improving the status of minority groups, including women, in occupations
4. Interest in improving the quality of life in the urban environment.

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OPERATION OF COMPETENCY-BASED URBAN BUSINESS TEACHER EDUCATION PROGRAM

An Instructional Systems Paradigm has been devised for the University, each college of the University, and each program in each college. Committees met for each level to define student needs, identify student characteristics, determine competencies, and identify resource requirements and constraints.

The Urban Business Teacher Education Faculty Committee developed instructional program guidelines, one section of which contained the competencies previously stated. Learning modules or courses were developed from the overall competencies. Each professor is free to develop his or her own course outline and may alter the objectives from time to time; however, the objectives must minimally include the competencies stated for the program. The professor may, if he or she chooses, add additional objectives.

The instructional systems paradigm is arranged so that the competencies are in a column on the left and modules or courses that will meet those

competencies are in a column on the right side of the page. Several courses may meet the minimum competencies stated, but may also offer additional objectives to meet the particular interest of a student. For example, one of the competencies in the undergraduate urban business teacher education program at Governors State University is, "Knowledge of theories for learning and their relationship to affective, cognitive, and psychomotor aspects of learning behavior." Depending upon the needs or interests of the individual student—elementary, middle school, secondary, junior college, or adult education—he or she may enroll in one of at least a half-dozen courses to satisfy or achieve this educational psychology competency.

The student is not tied to specific courses to earn the bachelor's degree and teacher certification at Governors State University, but may choose from an array of courses that will satisfy both his or her own needs and interests as well as the competencies stated for the urban business teacher education program.

THE HOUSTON PROFESSIONAL TEACHER PREPARATION PROGRAM

The College of Education, University of Houston, has developed a competency-based professional teacher preparation program that is required of all students desiring to certify as elementary, secondary, or all-level teachers. In Texas, certification requirements include a minimum of 18 semester hours of professional education coursework. In the secondary teacher certification, this 18-semester-hour block has been the target for change to a competency-based system at the University.

The normal pattern in various Texas institutions is to provide 6 semester hours of general education coursework, 6 semester hours of methodology, and 6 semester hours of student teaching in this professional education block. The professional teacher preparation program has divided this 18 hours into three phases. The secondary education major will complete the first 6 semester hours of general education coursework (Phase I) with a minimum of 30 hours of observation in a public school during the junior year. The second 6 hours (Phase II) of methodology is completed during the first semester of the senior year and another minimum of 30 hours of tutoring and teacher assisting in the public schools is required. The final 6 hours (Phase III) of the program is completed the last semester of the senior year with student teaching in the public school where the student was assigned for Phase II.

The professional teacher preparation program as it is today did not emerge overnight. The process was a long and sometimes frustrating one for nearly all of the teacher education staff at the University of Houston.

COMPETENCY DETERMINATION

One of the problems encountered in moving to a competency-based system is determining what competencies should be addressed for use in that system. In working with public school practitioners, public school

administrators, supervisors, and teacher education faculty, the College of Education derived lists of competencies that included every specific activity of the teacher in an elementary, secondary, or all-level classroom. The problem with these early lists was that they were so comprehensive and detailed that no one knew where to start in using them as a base for building the competency-based program. The college personnel most affected by the change to a competency-based system recognized the problem and moved to establish a management team that eventually organized committees to attack the problem.

The end result, after some three years of work was a listing of 16 generic competencies that are used as the basis for teacher preparation programs in elementary, secondary, and all-level teacher education. These generic competencies are stated in very general terms so they may be used for all preparation programs, in all content areas, and for all educational levels. The 16 competencies that have evolved in the professional teacher preparation program are:

1. *Identifies learner's emotional, social, physical and intellectual needs.*

   Draws upon knowledge of human growth and development, learning theories, social/cultural foundations, assessment techniques, curriculum goals and content in order to gather information about the learner and to identify instructional needs.

2. *Identifies and/or specifies instructional goals and objectives which are based on learner's needs.*

   Views the setting of instructional goals and objectives as a key element in instruction; reconciles curricular and educational goals with present level of learner's needs; analyzes instructional goals to identify knowledge, skills, and attitudes needed to achieve those goals; states objectives so that intent is clearly communicated to learner.

3. *Designs instruction appropriate to goals and objectives.*

   Develops a variety of strategies for promoting achievement of instructional goals and objectives which reflect the learner's needs and offer the learner alternative ways of achieving those goals and objectives.

4. *Implements instruction that is consistent with plan.*

   Demonstrates the ability to use a variety of strategies which have the potential to promote learner achievement of specified instructional goals and objectives.

5. *Designs and implements evaluation procedures which focus on learner achievement and instructional effectiveness.*

   Evaluates learner performance with reference to a variety of goals and objectives; reports learner achievement through grades, consultations, checklists, and/or other appropriate means; evaluates instructional effectiveness by comparing learner's achievement with objectives.

6. *Integrates into instruction the cultural environment of students.*

   Incorporates materials, examples, illustrations, motivators, and reinforcers from learner's cultural environment so that learner is able to identify with content, processes, and intended outcomes of instruction.

7. *Demonstrates a repertoire of instructional models and teaching skills appropriate to specified objectives and particular learners.*

   Describes and demonstrates a variety of instructional models; uses appropriate models of instruction based upon the subject, objectives, and needs of learners; uses teaching techniques appropriate to those instructional models.

8. *Promotes effective patterns of communication.*

   Recognizes the value of effective communication; communicates effectively verbally, nonverbally, and in writing; accepts and supports ideas of others; strives for more productive communication; and encourages interaction among all members of the group.

9. *Uses resources appropriate to instructional objectives.*

   Operates audiovisual equipment, makes instructional materials, identifies sources of instructional materials, and uses instructional materials appropriate to objectives; organizes resources in the classroom and community for instructional purposes.

10. *Modifies instruction on the basis of learner's verbal and nonverbal feedback during instruction.*

    Demonstrates a continuous awareness of learner's activity to make decisions regarding success of instructional processes and learner achievement; alters instructional processes on the basis of information thus obtained.

11. *Uses organizational and management skills to establish a maximally effective learning environment.*

    Establishes and maintains a classroom climate which promotes individual achievement and personal growth; organizes and encourages productive group interaction; and establishes positive relationships with and among learners.

12. *Identifies and reacts with sensitivity to the needs and feelings of self and others.*

    Demonstrates a concern for the needs of learners; recognizes that as a member of a learning group, the teacher has needs which must be met in a teaching-learning situation; and reacts to meet the needs of learners, self, co-workers, and parents.

13. *Exhibits openness and flexibility.*

    Searches continually for ways to improve instructional effectiveness; listens critically to ideas of others, is open to suggestions, and bases decisions upon best available data.

14. *Works effectively as a member of a professional team.*

    Works with others in order to achieve commonly shared goals; displays behaviors consistent with the goals and ethics of the teaching profession.

15. *Analyzes professional effectiveness and continually strives to increase that effectiveness.*

    Uses a variety of observational and analytic procedures to study teaching effectiveness; examines the consequences of teaching by focusing on learner objectives and instructional outcomes.

16. *Designs and implements instruction which incorporates career education concepts.*

Develops and utilizes a variety of strategies for embedding career education concepts into course content and instructional activities; addresses the need for learners to learn about themselves, their environment, and the work roles played by individuals in society.

THE COMPETENCY-BASED BUSINESS TEACHER PREPARATION PROGRAM

As previously mentioned, the professional education program as it relates to sequencing and student completion involves three phases. The business education major completes 6 semester hours of general education coursework enrolled with all other secondary education majors. Observation is completed in three different schools: one suburban school, one inner-city school, and a junior high school. The intent of this phase is to introduce the student to the field of education and to gain on-site observation.

In Phase II, the business education major completes 6 semester hours of business education methodology. These 6 hours include methods in typewriting, accounting, shorthand, basic business, office procedures, and data processing. The students select the school and teacher they will be assigned to in the student teaching phase at this time. This allows the student to become acquainted with the school environment, the students, and the supervising business education teacher.

In Phase III, the business education major completes 6 semester hours of student teaching under the supervision of a public school business education teacher and a business education university supervisor.

At each phase the student is checked against listings of objectives that relate to the 16 generic competencies. For example, in Phase II the business education methods student is expected to meet the following objectives. (Note the number behind each relates back to the number of the generic competency to be attained.)

1. The student will develop programs in accounting, basic business subjects, typewriting, shorthand, office procedures, and data processing based on the literature in the field and on research of the community in which the program is being offered. (2, 3)
2. The student will organize the classroom activities to effectively use existing space, furnishings, equipment, instructional materials, and time. (11)
3. The student will effectively apply various teaching strategies which best promote understanding in business education subjects. (4, 7, 9)
4. The student will exhibit mastery of content in accounting, basic business subjects, typewriting, shorthand, office procedures, and data processing.
5. The student will demonstrate competency in evaluating student achievement, remediation, and program effectiveness. (5)
6. The student will demonstrate competency in the principles of learning by designing instruction that will meet the needs of each student. (1, 12)
7. The student will exhibit a personal pattern of behavior that encourages favorable public opinion of the business education program. (13, 14, 15)

In the student teaching Phase III, the student is checked against a Teacher Intern Progress Report by the public school supervisor and the

university supervisor. Again it should be noted that this report relates directly to the 16 competencies with indicators provided to aid the student teacher, the public school supervisor, and the university supervisor. This report provides for a building process that is to be completed when the student is considered competent in all areas, which are grouped under *planning, teaching, classroom management, evaluation,* and *professional qualities.* In order to be recommended for certification, the student teacher must reach an "adequate" or a "proficient" level on all 16 competencies as judged by the student, the public school supervisor, and the university supervisor.

MANAGEMENT OF THE PROGRAM

Previously it was mentioned that the determination of competencies to be used as the basis for a competency-based program is a major problem. Certainly another major problem that must be considered is the management of such a program once it is in operation. In the professional teacher preparation program at the University of Houston, the staff must deal with 16 competencies that are to be attained by each student over a three-semester period. The tracking of students as they progress through the program systematically building toward competence can be a nightmare.

To help with this management problem, the College of Education established a management team, the Program Development and Implementation Council. This team is composed of individuals that represent all phases of the program: an elementary coordinator, a secondary coordinator, an all-level coordinator, the learning resource center, guidance personnel, and others. This overall approach to management is vital because university faculty tend to structure coursework along traditional lines and treat those topics with which they are most acquainted. In the competency-based system, the faculty member must relate coursework back to the 16 competencies, and this directing of faculty is no small task in itself.

A subcommittee of the PDIC has performed the task of sequencing the activities that will lead to student attainment of the 16 competencies. It should be understood that the competencies are not listed in the order in which they will be completed in the three-semester program. Parts of each competency may be dealt with at various phases of the program while whole competencies may be completed in one phase.

To illustrate this point, let us examine competency number 16. This competency deals with the integration of career education concepts into instruction at educational levels and in all subject matter. The process to be followed in preparing the student to accomplish this competency would involve various activities at each of the three phases. In each phase would be a career education module to be completed by the student. The breakdown of the competency attainment by phase and by objectives is:

Phase I—General Education Coursework

Goal: Orientation to Career Education

Objectives: The student will--

1.1 identify a working definition of career education.

1.2 identify the programmatic assumptions of career education.
1.3 delineate the basic concept assumptions of career education.
1.4 identify the initial implementation tasks of career education for classroom teachers.
1.5 identify the learner outcomes of career education.

Phase II—Methodology Coursework

Goal: Planning for Infusing Career Education

Objectives: The student will—

2.1 develop a rationale for infusing career education into the curriculum.
2.2 develop learning activities that infuse career education into existing course content.
2.3 plan learning activities which are integrated with respect to education, careers, culture, home, family, community, and lifestyles.
2.4 develop modules involving basic information about the world of work.
2.5 develop/organize a community resource file to be used in planning career education instruction.

Phase III—Student Teaching

Goal: Infusing Career Education into Existing Course Content

Objectives: The student will—

3.1 demonstrate the use of learning activities that infuse career education into existing course content.
3.2 demonstrate learning activities which are integrated with respect to education, careers, culture, home, family, community, and lifestyles.
3.3 utilize a community resource file to develop career education instruction.
3.4 demonstrate the procedures and skills to assist students in assessing their career interests, abilities, values, and needs.
3.5 involve students and the community in the design and implementation of career education instruction.

For the three-semester period, the student would systematically develop competence in designing and implementing instruction that incorporates career education concepts. A similar pattern would be followed for the other 15 competencies. In most cases it is found that the demonstration of competence must come in Phase III student teaching. However, if the groundwork is not laid for this demonstration at the previous phase levels, the student teacher finds a great deal of work to be done during student teaching.

The preceding provides the reader with a general overview of the professional teacher preparation program in business education at the University of Houston. This program relates to only the 18 semester hours of professional education coursework that is required for certification in Texas. The program uses modules as the main instructional technique with a great deal of student involvement in the public schools during the three-semester period of enrollment. The program has evolved over a five-year span and a great deal has been learned by faculty, students, and administrators

from this involvement. It is believed that the program will never truly be "set in concrete" because the role of the teacher in the classroom will continue to change as it has in the past. Refinement of competencies and objectives will be necessary and programmatic changes will be made. The beauty of a competency based system is that this change can come rather easily if one has a dedicated teacher education faculty and a good management system for the program.

All is not roses in competency-based teacher education and because this Yearbook should provide the reader with "food for thought," the following areas of concern are presented.

THE ROLE OF FACULTY IN COMPETENCY-BASED EDUCATION

There is little doubt that the role of the individual university faculty member changes in competency-based education systems. In fact, the change must be considerable if that faculty member is to become a member of the team that is needed to insure that competencies are systematically attained over a period of time. The faculty member will most likely find a heavier workload with increased student contact and a great deal of utilization of unstructured time. The faculty member may find his/her course content needs to be brought into line with the goals and objectives of the total competency-based system. This can be disturbing to most faculty and may border on infringement on academic freedom.

As the University of Houston continues to refine its program, it is believed that faculty will be assigned to teach modules they have developed rather than courses. And, because students will progress through this program (once administrative guidelines have been changed to allow for individual progress through the three-semester program) the faculty member will teach small groups rather than large classes. It is believed that the role of the faculty does change from that of teaching courses to working with groups of students who are completing small segments of a program that will lead to their certification of competence as a classroom teacher.

SEQUENCING OF ACTIVITIES

Traditional education programs have been based on the course system with certification of students coming with the completion of a given number of hours of college coursework and student teaching. In the competency-based program, the student must prove that he/she is able to accomplish the tasks requiring background skills and knowledges prior to being certified for teaching. To sequence the activities for the student requires considerable time and paperwork. Those interested in competency-based systems should take this into account and consider the use of the computer to track the systematic development of competence in each student.

SUPPORT SERVICES

The University of Houston has pioneered the module approach to instruction in a competency-based system. When modules are used, it is

very important that adequate support services be available to help students meet the required module objectives. The modules presently in use normally allow for learning through a reading activity, a media activity, or an activity planned by the student. This means that a considerable number of slide/tape presentations, booklets, teacher-made handouts, and other nontraditional items must be stored and distributed for student use. One of the main problems is that these items normally are not handled by the university library, thus an independent system must be developed.

Another area of concern is the extensive use of videotaping that must be used in order for the student to demonstrate competency in a given area and prove such to the faculty. A well-organized learning resource center is a must for a competency-based system.

SUMMARY

Two competency-based teacher education programs have been briefly presented. To completely tell the story of each would take much more space than is available in this publication. The reader should be aware that competency-based systems can be very different in structure with the same end result—competent business educators in our classrooms.

The authors have found the programs entail a great deal of time in development, operation, and refinement. Each step takes much time and effort. The programs are not thought up one day and implemented the next. The refinement of competency-based programs is a continuing process.

The competencies needed by our students will change as the role of the classroom teacher changes. To the reader we say, "give it a try." It is a whole new way of academic life for students and faculty—one that is very rewarding.

CHAPTER 14

The Leading Edges of Business Education Curriculum Development

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EDITORS' NOTE: *The material presented in this chapter can perhaps serve as a kind of assessment of what is currently happening in curriculum development in education for business. As indicated, the data was obtained from several different professional business education groups. Readers are reminded that "what is" is reported herein, and this may or may not represent "what should be."*

Two major questions are answered in this chapter. First, what recent changes have been made by business educators in the business curriculum in response to social, educational, and economic forces affecting American society? Such forces as the following are considered: employees' concerns about their work assignments, environments, and careers; the need for business education by everyone; the importance of business education in all occupational clusters; development of new educational technologies; emerging emphasis on small business ownership and management; the career education movement; new thrusts in youth group programs; consumer education; and metrication. Second, what changes have been made by business educators in the business curriculum in response to technological evolution? Such changes as the following are considered: a new concept of administrative responsibility; the pervasive and insistent application of systems; the impact of word processing, electronic calculators, reprographics, and micrographics; and the impact of electronic data processing on bookkeeping/accounting instruction.

The answers to these two questions are based on questionnaire returns from 89 local supervisors, 35 state supervisors, and 113 teacher educators of business education. This study was conducted as a part of the Business and Office Career Education (BO-CEC) Project and in cooperation with the National Business Education Association and the National Association of Secondary School Principals. The NASSP published a report in October 1975 based on part of the information obtained from local supervisors of business education. The questionnaire used to gather the data was based on the BO-CEC concept paper which was the subject of several reviews by the National Advisory Committee. It was mailed in the summer of 1975 to 276 local supervisors, 50 state supervisors, and 302 teacher educators. The willingness and effort of the respondents to complete the questionnaire was gratifying. Although time and financial resources were unavailable for follow-ups, it is likely the respondents represent those in the forefront of

curriculum development. Thus, the following analysis of their responses will be valuable to everyone concerned with curriculum change.

SELECTED SOCIAL, EDUCATIONAL AND ECONOMIC FORCES IN AMERICAN SOCIETY

A phenomenon that has occurred in the last decade is the impact of changed attitudes about work on the part of employees, particularly young employees. This phenomenon was discussed in detail as part of the BO-CEC project.[1]

> . . . As a whole, the under-thirty age group enters the work world more highly educated than workers of previous generations. The young workers are sociologically aware and vocal in their demands for meaningful and relevant work experiences.
>
> . . . Many young workers have known only a society of abundance. Because of this and because of the many social welfare programs in the American society, until recently employees have not feared unemployment and therefore have felt much more free to express their opinions and to challenge management.

The report continues by citing from surveys that ". . . values with regard to authority are changing. Only one-third of youth surveyed said they would willingly submit to *being bossed* around on the job."

The report summarizes over 2,000 job satisfaction studies by stating, "Older office workers with several years on the job are expressing discontent as evidenced by high absenteeism and turnover, lower quality, less production, and increased union activity."

The report also summarizes a study by the Survey Research Center of the University of Michigan concerning job satisfaction, discovering that three-fourths of those surveyed thought that it was important to have an interesting job.[2] Other results were:

1. Eighty-five percent said opportunities to develop their special abilities were important.
2. Seventy-four percent of those surveyed felt they were asked to do too much work.
3. The chance to get ahead was very important to 55 percent of the participants.
4. Good pay was ranked important by only 50 percent of the workers.

Tables in this chapter are organized in five levels of implementation as follows:

Level	*Percent of Respondents*
1	80 - 99
2	60 - 79
3	40 - 59
4	20 - 39
5	0 - 19

Entries in the tables are made according to the percents of reporting state supervisors, local supervisors, and teacher educators of business

[1] *BO-CEC Secondary/Postsecondary Component.* Reston, Va.: National Business Education Association, 1975. p. 8.

[2] *Ibid.*, p. 9.

education who have implemented certain emphases in accordance with their responsibilities. If there is a difference of opinion among the three groups that is statistically significant at the .05 level of confidence, it is shown. For example, a curriculum unit may be implemented at Level 2 by all three types of respondents. On the other hand, a unit, implemented at different levels by local supervisors, state supervisors, and teacher educators, might be shown at Level 2 for local supervisors with a note beside it that state supervisors and teacher educators have implemented that unit or emphasis at Levels 3 and 4 respectively. Units or emphases appear in tables only once, even when there is variation. If no variation is noted among responding groups for a particular item, the reader may assume that all three groups of persons responded within the percent limits of the level noted.

Increased demands by employees on employers. Table 1 presents a picture of curriculum efforts to meet challenges of employees to employers by listing units or emphases they have already implemented. For example, "Job seeking . . ." appears in Level 1. Note that the new element in the "Job seeking" emphasis is equal opportunity practices. Related to that, but with lower priority, are "Current personnel practices and court decisions" Level 3) and "Current job tenure practices and court decisions" (Level 4). While the latter two emphases have a low priority in the eyes of the respondents, there is empirical evidence of much concern by employees and personnel directors about these matters. Business educators should be alert to these concerns and maintain contact with modern employment practices if they expect to be in tune with the times.

"Career lattices or ladders" units are placed in Level 1 also, but note that state supervisors (S) and teacher educators (TE) responded significantly different from local supervisors (L) and place them at Level 2. Undoubtedly, the increased emphasis at the local school level placed on career education has caused greater concern on the part of local supervisors for these units.

Level 2 contains "Utilizing modern work environments effectively." Visits to newly constructed offices with large open areas separated into work stations by shoulder high movable walls contrasts with a traditional box-like classroom environment. Students need units teaching them how to cope with a free and open situation.

Level 3 has two items, one of which has already been discussed. The other, "Effectively communicating while avoiding sex stereotyping," is a contemporary emphasis, resulting from changing attitudes and court decisions. The implementation of this topic requires changes in vocabulary such as chairperson and actually a change in grammar and usage, in which some authorities accept, "Everyone should prepare *their* report," avoiding the originally correct *his* referring to all.

Most persons involved in communications will have to face the problem of whether to and how to alter the language to avoid sex stereotyping. In large corporations and governments, the decision is most likely to concern "how to," not "whether to."

Level 4 contains two items one of which has already been discussed. The other, "Coping with stress situations," is relegated to Level 5 by teacher educators (TE). Stress situations abound everywhere in society, including the modern office. Learning to cope with two or more bosses, with widely fluctuating work assignments because of the nature of the business activity, and with personal problems intruding on the job is important. In the Curriculum Report of the National Association of Secondary School Principals, entitled "Updating Business Education Programs," a description is given in which one teacher devotes one-fifth of the cooperative office practice class to this topic and others involving human relationships on the job. Business educators should examine this curriculum topic with great care to determine whether or not they give it enough attention.

Items appearing at Level 5 will not be discussed. In some cases they are more applicable to postsecondary business education.

TABLE 1. Instructional Emphasis Based on Topics Classified as Demands of Employees on Employers by State Supervisors, Local Supervisors, and Teacher Educators

Level	Unit or Emphasis
1	Job seeking including information on employment practices and equal opportunity employment.
	Career lattices and ladders. (S and TE in Level 2.)
2	Utilizing modern work environments effectively.
3	Current personnel practices and court decisions.
	Effectively communicating while avoiding sex stereotyping.
4	Coping with typical stress situations. (TE at Level 5)
	Current job tenure practices and court decisions.
5	Personnel management dealing with in-service training for changing jobs and careers.
	Contemporary procedures for planning office layout, developing criteria for equipping offices, improving work environments.
	Personnel management for solving problems resulting from sex stereotyping.

Note: S refers to state supervisors; L to local supervisors; TE to teacher educators.

Small business management. Several generations of business educators have philosophized about the importance of teaching small business manage-

ment. When the "votes" for implementing such programs were in, small business management fell at Level 4. (See Table 2.) The National Business Education Association completed a federally funded project developing curriculum materials for small business management, and several other such projects have been funded. It is perhaps too soon to speculate on their impact. Note that this low level of priority is confirmed in Table 3 in which "9-12 Units on small business management" are discussed.

TABLE 2. Instructional Emphasis Based on Topics Classified as Small Business Ownership and Management by State Supervisors, Local Supervisors and Teacher Educators

Level	Unit or Emphasis
4	Small business management.
	Exploratory work experiences or internship programs, especially for the operation of small businesses.

Impact of career education on business education. For the past several years, the career education movement has introduced career awareness in grades K-6, exploratory experiences in 7-9, and preparation and career development in grades 10-14. This introduction of career education in school systems has largely taken the form of "infusion" — a term that has been defined by different educators in different ways, from mere add-on courses to curriculum materials in which academic subject matter is enhanced by its application to a great variety of careers, job simulations using the subject matter, and self-concept development. If business teachers wish to attract more able students, more male students, more motivated students, and more students who have sincerely selected business as a career, they should become involved in the K-9 career education movement, including the elementary program.

The survey respondents, however, stated that their greatest implementation was for grades 10-14 units and emphases. (See Table 3.) Obviously, most respondents felt that the grades 10-14 program was their responsibility. Note the items placed at Levels 2 and 3 by local supervisors apparently because of their concern for community-derived educational objectives. For example, they have implemented grades 10-14 units based on career development planning and principles of job satisfaction. These types of units are concerned with work habits, work ethics, and human relations as were discussed in the section devoted to employee demands on employers.

Local supervisors also recognized the need for resource guides for English, mathematics, social studies, and business teachers who emphasize the career aspects of business occupations. True fusion provides for relating English, mathematics, and social studies to business careers, since business careers contain these components. Thus, local supervisors appear more inclined to introduce business careers at the awareness and exploratory levels than state supervisors and teacher educators.

TABLE 3. Acceptance of Selected New Career Education Materials in Business Education by State Supervisors, Local Supervisors, and Teacher Educators

Level	Units
2	Grades 10-14 Units to be included within preparation programs based on career development planning and principles of job satisfaction. (S and TE at Level 3.)
	Grades 10-12 Exploratory work experience program guide, as well as the regular co-op program guide. (TE and S at Levels 3 and 4 respectively.)
3	Grades 7-9 Resource guides for English, mathematics, social studies, and business teachers. (TE and S at Levels 4 and 5 respectively.)
	Grades K-14 Planning guide for business and office careers. (S and TE at Level 4.)
4	Grades K-6 Resource guides for elementary teachers. (S and TE at Level 5.)
	Grades 9-12 Units on small business management.
	Grades 13-14 Units on procedures for the development of jobs based on needs of people.
	Resource guide on elimination of sex stereotypes in the world of work and in business activity; effect on business communications, employment, and job advancement practices.

Note: S refers to state supervisors; L to local supervisors; TE to teacher educators.

Youth groups in business education. One of the purposes of the youth group program is to integrate youth leadership development activities within the business education program. As shown in Table 4, only state supervisors had implemented these programs at Level 1. As can be seen, state supervisors, local supervisors, and teacher educators disagree widely. Even local supervisors are more concerned with youth group activities than are teacher educators. However, teacher educators are in a unique position to help with the furtherance of this important program.

TABLE 4. Curriculum Emphasis Accorded Youth Groups of Future Business Leaders of America, Office Education Association, and Phi Beta Lambda by State Supervisors, Local Supervisors, and Teacher Educators

Level	Unit or Emphasis
1	Expanded local and state programs. (L and TE at Levels 2 and 3 respectively.)
	Integrated the youth program within the curriculum. (L and TE at Levels 2 and 3 respectively.)

Note: S refers to state supervisors; L to local supervisors; TE to teacher educators.

The availability of business courses to everyone on an elective basis. There was general agreement that business courses should be available to everyone on an elective basis as shown in Table 5. If business educators accept responsibility for providing business courses to everyone on an elective basis, they should be certain to take needs into account.

TABLE 5. Extent to Which Selected Business Courses Should Be Available to All Students According to State Supervisors, Local Supervisors, and Teacher Educators

Level	Course
1	Typewriting
	Shorthand
	Bookkeeping and accounting (TE at Level 2.)
	Business law
	General business (S and TE at Level 2.)
2	Business math (TE at Level 3.)
	Business communications

Note: S refers to state supervisors; L to local supervisors; TE to teacher educators.

Consumer education. At the present time, new consumer education units or emphases are consumer rights, truth in lending, government controls, and the writing of understandable contracts as shown in Table 6. One can possibly understand the lower ratings of state supervisors since often their professional responsibility lies heavily in the delivery of vocational programs.

TABLE 6. Instructional Emphasis Accorded Selected Consumer Education Topics by State Supervisors, Local Supervisors, and Teacher Educators

Level	Unit or Emphasis
2	Consumer rights (S at Level 3.)
	Truth in lending (S at Level 3.)
	Government controls related to consumer rights (TE and S at Levels 3 and 4 respectively.)
3	Writing understandable contracts. (S at Level 4.)

Note: S refers to state supervisors; L to local supervisors; TE to teacher educators.

Articulation with other clusters. Historically business educators have proposed that certain business and office skills are needed by everyone.

Patrick Weagraff, now Massachusetts State Coordinator for Vocational Education and also Director of the Public Service Occupations Curriculum funded by USOE, said: "The business education curriculum is not cluster-dependent since it serves all the other 14 clusters." If it is true that business education is needed by employees in public service, agri-business, food service, personal service, and other occupations, then one would expect considerable effort in articulating business skills with the other occupational clusters. (See Table 7.)

TABLE 7. Extent of Need for Instruction in Business and Office Education To Be Articulated with Other Occupational Clusters as Viewed by State Supervisors, Local Supervisors, and Teacher Educators

Level	Articulation Concern
3	Typing applications (TE at Level 4.)
	Communications
	Bookkeeping and recordkeeping
	Business math (S and TE at Level 4.)
	Filing and office procedures
4	Business law and principles

Note: S refers to state supervisors; L to local supervisors; TE to teacher educators.

The widespread use of typewriting, business communications, accounting, recordkeeping, and office procedures should be welcomed by business teachers, and they should continue their efforts in meeting the needs of those preparing for a wide variety of occupations as well as continuing to develop the business curriculum. Note, however, that implementation is largely at Level 3.

Metrication. Metrication over the next several years is likely to have considerable impact on business education. Implementation at the present is at Level 4. (See Table 8.) A number of projects have been funded to develop instructional materials, one at the Center for Vocational Education at Ohio State University now testing business education learning packets. Textbooks are being revised to include metrication.

TABLE 8. Emphasis Accorded Selected Topics in Metrication According to State Supervisors, Local Supervisors, and Teacher Educators

Level	Unit or Emphasis
4	Thinking metrically.

(*Continued on following page*)

TABLE 8 (Continued)

	Introduction to the metric system and conversion procedures.
	Problems to be considered in the transition to the metric system.
5	Employee training programs for the metric transition.

New teaching methodologies and educational developments. The implementation of new teaching methodologies and other new educational developments is mixed. (See Table 9.) Recall that items are entered only once in the table. For example, item 2, cooperative vocational programs, is implemented at Level 1 by state supervisors and local supervisors, but at Level 3 by teacher educators. A comment about this anomaly is due: Special directions were given to teacher educators when they were asked to respond, but it is possible they did not always look upon their role wholly as teacher educators, but also saw themselves responsible for office administration or business administration. Thus, teacher educators may be placing less stress on methodologies that are currently being widely adopted at the secondary and postsecondary levels. Generally, all of the entries in Table 9 concern procedures for program development, course development, delivery systems, and teaching procedures.

TABLE 9. Implementation of Selected Teaching Methodologies and Educational Developments According to State Supervisors, Local Supervisors, and Teacher Educators

Level	Extent of Implementation
1	Performance objectives for instructional materials.
	Cooperative vocational training programs. (TE at Level 3.)
	Systematic and consistent follow-up of students after placement. (L at Level 2, TE at Level 3.)
	Learning systems including simulations. (TE at Level 4.)
	Learning systems including learning activity packets. (L at Level 2, TE at Level 3.)
	Block-time programs. (L at Level 2, TE at Level 4.)
2	Community-derived career objectives. (S and TE at Level 4.)
	General work experience programs for potential dropouts; exploratory work experience for job exploration. (S at Level 3, TE at Level 4.)
	On-site training programs utilizing costly equipment. (L at Level 3, TE at Level 4.)

(Continued on following page)

TABLE 9 (Continued)

	Modules or learning activity packets based on performance objectives.
	Data processing labs. (TE at Level 4.)
	Skills or learning labs.
	Learning systems including audiovisual equipment and role-playing.
	Learning systems combining programmed learning. (S at Level 2, TE at Level 3.)
3	Plans for grading students by recording mastery of each module disregarding time required for completion.
	Power typing labs (transcription equipment, automated typewriter, etc.).
	Learning systems combining programmed learning.
	Open entry/exit. (L at Level 4, TE at Level 5.)
	Internship or course with on-site instruction. (TE at Level 3, L at Level 4.)
	Off-campus instruction taught by full-time regular instructor. (TE at Level 3, L at Level 4.)
	Word processing labs. (L at Level 4, TE at Level 4.)

Note: S refers to state supervisors; L for local supervisors; TE to teacher educators.

Items at Level 1 were almost universally placed there by state supervisors. Too, local supervisors and teacher educators implemented them at a lower level. Note in particular performance objectives, block-time programs, and various aspects of learning systems.

Much of Table 9 is concerned with business education delivery systems — note at Level 1, cooperative vocational programs; at Level 2, general work experience programs and exploratory work experience programs. Also, note at Level 2, on-site training programs, data processing labs, and skills or learning labs. Then at Level 3, note power typing labs, word processing labs, open entry/exit, internships, and off-campus instruction taught by a full-time regular instructor.

Table 9 also incorporates elements of the personalized system of instruction (the Keller Plan), now in vogue, which has been implemented largely at the collegiate and postsecondary levels. Appropriate levels of performance objectives, programmed learning, simulations, role-playing, learning activity packets and modules, block-time programs, learning labs, and readings are a part of the personalized system of learning. These elements are combined with lectures, counseling, and individualized instruction in the personalized system of instruction.

Cooperative business education is designed for business students concluding their vocational programs, whereas the other two work experience programs serve other purposes. General work experience programs attempt

to keep potential dropouts in school. "Exploratory" work experience, usually nonpaid activities, serves business or academic students who desire to explore for 10-20 hours a specific job such as medical secretary, accountant, and computer programmer. Generally, local supervisors implement these programs at higher levels since they deal with their grass-roots concerns. At the present time, few universities offer graduate in-service programs for teachers of cooperative business, general work experience, and exploratory work experience. Usually they focus only on the cooperative aspect.

On-site training programs may be handled by a business employee under the supervision of the regular instructor or even, in some states, a temporarily certified instructor (business employee). These programs permit instruction in third-year high school accounting in the Chicago public schools, in computer programming in other schools, and in word processing in some states.

Power typing labs provide simulation for word processing since they house the lab transcription equipment, automated typewriters, and office simulation. Word processing labs have been implemented in some school systems.

The items implemented as shown in Table 9 provide a fertile opportunity for preservice and in-service teacher educators to concern themselves with innovations to provide a better delivery system for secondary and postsecondary school students. While the picture is mixed, great changes can be expected in the future as teacher educators work more closely with local and state supervisors.

The identification of business curriculum responses to the social, educational, and economic forces affecting American society has indicated general agreement among state and local supervisors and business teacher educators on about 50 percent of the items listed in Tables 1-9. This is a rather wide divergence of opinion on about one-half of the items. Perhaps, then, those items for which there is general agreement could be adjudged as more likely to represent reality. Conversely, those items for which there is much disagreement might represent areas of uncertainty with perhaps one or none of the three groups correctly assessing the item.

IMPACT OF CHANGING TECHNOLOGY ON BUSINESS AND OFFICE EDUCATION PROGRAMS

The nature of various technological advances in business offices and the consequences of these advances are discussed in the *BO-CEC Secondary/Postsecondary Component* and in other current literature. The survey of state and local supervisors of business and office education and business teacher educators assessed the degree to which these technological advances (and the accompanying changes in personnel utilization) are reflected in each of six business and office education curriculums: (1) office management, (2) accounting, (3) data processing, (4) secretarial, (5) word processing, and (6) clerical.

As in the preceding part of this chapter, entries in tables are made in descending order by *level* of implementation, with each level indicating the percent of respondents reporting that a particular unit has been implemented in their state or district schools or, in the case of teacher educators, in business education methods courses. As in the preceding section, Level 1 indicates that 80-99 percent of the respondents reported that a particular unit has been implemented; Level 2, 60-79 percent; Level 3, 40-59 percent; Level 4, 20-39 percent; Level 5, less than 20 percent. If a unit is implemented at different levels by the local supervisors, state supervisors, and teacher educators, the entry is made in the table at the highest level with a footnote to indicate at what levels the unit is implemented by the other group(s). Also, the tables indicate in which of the six business curriculums each unit is implemented *at the level shown*. Other curriculums in which the unit is implemented at lower levels are indicated in notes to the tables.

Increased administrative responsibility of office workers. With advances in technology has come tremendous growth in the size and scope of business organizations. A restructuring of office procedures and operations and a change in responsibilities of office support personnel has often been necessary to cope with this tremendous growth in business. For example, management is increasingly utilizing the administrative skill potentials of secretaries and other office personnel.

Concurrent with the growth in size of a business organization comes a tremendous increase in the volume of data flowing through the organization. The science of Information Economics and Management has grown as a result of the need to quickly identify vital information contained among the data, conserve this information, and get it to those who need it as soon as possible after it has entered the organization's information system.

In recent years the accounting and recordkeeping functions of an organization have also taken on a new perspective. There has been an increased emphasis on the managerial use of accounting information. Also, the computer has been linked to the typewriter to speed up production of correspondence and documents at reduced cost.

Table 10 indicates that many of the above changes in organizational structure and in staff and equipment utilization are reflected in the business curriculum. For example, a unit of The Secretary as Administrative Assistant has been implemented in the secretarial curriculum at Level 1 and in other business curriculums at lower levels according to the reports of state supervisors, local supervisors, and teacher educators.

Units on Modern Organizational Structure, Managerial Aspects of Accounting, Word Processing Procedures, and Utilizing Administrative Skills of Office Support Personnel have been implemented in the clerical, accounting, word processing, and office management curriculums respectively, and this implementation is at Level 2 based on responses obtained from some groups. These units are also implemented in other curriculums at Levels 4 and 5.

Reports from business teacher educators and business and office supervisors indicate implementation of units on Information Economics and Management are currently at either Level 3 or Level 4 in the data processing curriculum and at Level 5 in other business curriculums. Based on the responses of all groups, a unit on the Word Processor's Responsibility for Cost Analysis and Reduction has been implemented at Level 4 in the word processing curriculum and at Level 5 in all other business curriculums.

TABLE 10. Implementation of Selected Curriculum Topics in the Area of Administrative Responsibility of Office Workers According to State Supervisors, Local Supervisors, and Teacher Educators

Level	Unit or Emphasis	Curriculum in Which Implemented	Notes
1	The Secretary as Administrative Assistant	Secretarial	3,4
2	Modern Organizational Structure	Clerical	1,2,3,4
	Managerial Aspects of Accounting	Accounting[a]	4
	Word Processing Procedures and Methods	Word Processing[b]	1,4
	Developing and Utilizing Administrative Skills of Office Support Personnel	Office Management[c]	1,4
3	Information Economics and Management	Data Processing[d]	4
4	Word Processor's Responsibility for Cost Analysis and Reduction	Word Processing	4

Notes: 1 — Implemented in secretarial curriculum at Level 4.
2 — Implemented in accounting curriculum at Level 4.
3 — Implemented in office management curriculum at Level 4.
4 — Implemented in all curriculums at Level 5 except as otherwise noted.

[a]Implementation is at Level 3 based on state supervisors' responses.

[b]Implementation is at Level 3 based on local supervisors' and teacher educators' responses.

[c]Implementation is at Level 3 based on state supervisors' responses; at Level 4 based on local supervisors' responses.

[d]Implementation is at Level 4 based on state and local supervisors' responses.

Increased emphasis on systems in business. Management for some years has recognized that every organization is actually composed of various systems and subsystems that must be constantly analyzed and improved if the organization is to be successful. The term *system* refers to a combination of people, processes, and equipment involved in performing a major phase of work. Office systems or subsystems may include such major phases of

office work as financial records, data processing and data communications, word processing, and so forth.

Table 11 indicates that instructional units which examine the various office systems or subsystems are included in the appropriate business curriculums at Levels 2 and 3, and such units are included in all the business curriculums at Level 5.

TABLE 11. Implementation of Selected Curriculum Topics in the Area of Systems in Business According to State Supervisors, Local Supervisors, and Teacher Educators

Level	Unit or Emphasis	Curriculum in Which Implemented	Notes
2	Data Processing and Data Communications as Subsystems	Data Processing[a]	1
	Financial Records as Subsystems	Accounting[a]	1
	Communications as a Subsystem	Secretary[b]	1
	Basic Introduction to Systems	Clerical[c]	1
3	Word Processing as a Subsystem	Word Processing[d]	1
	Information Systems	Office Management[d]	1

Notes: 1 — Implemented in all other curriculums at Level 5.

[a] Implementation is at Level 3 based on state supervisors' responses.

[b] Implementation is at Level 3 based on local supervisors' responses.

[c] Implementation is at Level 3 based on state and local supervisors' responses.

[d] Implementation is at Level 4 based on local supervisors' and teacher educators' responses.

Impact of word processing equipment. Since the introduction of the word processing (WP) concept a decade ago, articles appear in management journals nearly every month explaining the WP concept or reporting on savings realized as a result of installation of word processing systems. Although most articles emphasize the increased productivity of office workers as a result of WP, some industrial psychologists have been skeptical of the long-range benefits of word processing and have been critical of the effect of word processing on the worker. Businessmen who have installed WP systems and word processors themselves generally refute such criticism, although nearly everyone agrees that much careful planning must be done before a WP system can be installed successfully.

Table 12 indicates that word processing, though still a relatively new concept, is being incorporated into business programs. Three units on WP have been implemented at Level 2, and units of one kind or another appear

in clerical, secretarial, office management, and data processing curriculums as well as in the new word processing curriculum itself.

TABLE 12. Implementation of Selected Curriculum Topics in the Area of Word Processing Equipment According to State Supervisors, Local Supervisors, and Teacher Educators.

Level	Unit or Emphasis	Curriculum in Which Implemented	Notes
2	Integration of Advanced Typewriting, Machine Transcription, and Automatic Typewriting	Word Processing[a]	1,2,4
	Utilizing Word Processing Equipment and Systems Efficiently	Word Processing[b]	2,4
	Services Provided by a Word Processing Center of a Business	Clerical[c]	2,4
3	Using the Services of the Word Processing Center of a Business	Secretarial[d]	3,4
	Determining the Feasibility and Cost of Implementing a Word Processing System	Office Management[e]	4
4	Integrating Data Processing and Word Processing Equipment	Data Processing	4

Notes: 1 — Implemented in clerical curriculum at Level 4.
2 — Implemented in secretarial curriculum at Level 4.
3 — Implemented in accounting at Level 4.
4 — Implemented in all curriculums at Level 5 except as otherwise noted.

[a]Implementation is at Level 3 based on teacher educators' responses.

[b]Implementation is at Level 3 based on local supervisors' and teacher educators' responses.

[c]Implementation is at Level 3 based on state and local supervisors' responses.

[d]Implementation is at Level 4 based on local supervisors' responses.

[e]Implementation is at Level 4 based on state supervisors' responses; at Level 5 based on local supervisors' responses.

Impact of electronic calculators on business education. The implications of the tremendous growth in the sale and use of electronic calculators for business education programs are obvious from the data presented in Table 13. Basically, electronic calculators are 10-key machines (i.e., they have 10 digit keys), and units on the development of 10-key machine skills are taught in the clerical, secretarial, and accounting curriculums at Level 1 and in the other business curriculums at Level 5. Furthermore, units describing the

various capabilities of electronic calculators are included in the clerical and secretarial curriculums at Level 1, in the accounting curriculum at Level 2, and in the other business curriculums at Level 5.

TABLE 13. Implementation of Selected Curriculum Topics in the Area of Electronic Calculators According to State Supervisors, Local Supervisors, and Teacher Educators

Level	Unit or Emphasis	Curriculum in Which Implemented	Notes
1	Development of 10-Key Machine Skills	Clerical; Secretarial; Accounting[a]	2
	Capabilities of Various Electronic Calculators	Clerical; Secretarial[b]	1,2
3	Determining the Feasibility and Cost of Various Kinds of Electronic Calculating Equipment	Office Management[c]	2
4	Electronic Calculator Input to Computers	Data Processing	2

Notes: 1 — Implemented in accounting curriculum at Level 2.
2 — Implemented in all curriculums at Level 5 except as otherwise noted.

[a]Implementation is at Levels 2 and 3 in secretarial and accounting curriculums respectively based on teacher educators' responses.

[b]Implementation is at Level 2 based on teacher educators' responses.

[c]Implementation is at Level 4 based on state and local supervisors' responses.

Impact of reprographics. Modern reproduction processes have brought about the "cut and paste" method of document preparation with a resultant saving of many hours of labor by both management and support personnel. Today, a business report or other document is often "pieced together" by cutting appropriate parts from other documents and taping or pasting these parts together to form a new report which then is reproduced, in many cases without retyping.

Although the proper use of modern reproduction equipment can save much work and expense, misuse of equipment can be very expensive. For example, copying machines are sometimes used — or misused — for duplicating many copies that could be duplicated much less expensively on offset or other duplicating equipment.

Office workers need to know how to prepare copy for reproduction and duplication and what equipment to use for various types of copying and duplicating jobs. Table 14 indicates that units on modern duplicating processes are included at Level 1 in both the clerical and secretarial curriculums, at Level 2 in the word processing curriculum, and at Level 3 in

the accounting curriculum. Units of instruction on paste-up for duplication are included in clerical and secretarial at Level 2 and in all other curriculums at Level 5. A unit on determining the feasibility and cost of reprographic equipment and processes is included at Level 2 in the office management curriculum and at Level 5 in all other curriculums. Units of instruction on methods of duplicating computer output are included in the data processing curriculum at Level 4.

TABLE 14. Implementation of Selected Curriculum Topics in the Area of Reprographics According to State Supervisors, Local Supervisors, and Teacher Educators

Level	Unit or Emphasis	Curriculum in Which Implemented	Notes
1	Modern Duplication Processes	Clerical, Secretarial[a]	1,2,4
2	Paste-up for Duplication	Clerical, Secretarial[b]	4
	Determining the Feasibility and Costs of Reprographic Equipment, Processes	Office Management[c]	4
4	Effective Methods of Duplicating Computer Output	Data Processing	4

Notes: 1 — Implemented in word processing curriculum at Level 2.
2 — Implemented in accounting curriculum at Level 3.
3 — Implemented in word processing curriculum at Level 4.
4 — Implemented in all curriculums at Level 5 except as otherwise noted.

[a]Implementation is at Level 2 based on teacher educators' responses.

[b]Implementation is at Level 3 in clerical curriculum based on teacher educators' responses.

[c]Implementation is at Levels 3 and 4 respectively based on state and local supervisors' responses.

Impact of micrographics. The use of microfilm, microfiche, and other microforms for capturing and storing vital records and as an aid to accounting operations has reduced storage space requirements, aided in protecting vital records, resulted in better accuracy ratios, and made possible faster retrieval of information. Although the installation of a complete microform system is often very expensive, many large organizations find such a system to be a cost-saving investment in the long run.

Table 15 indicates that units on determining the feasibility and costs of micrographic systems and on methods of implementation are included in the office management curriculum at Level 4. Other units on micrographics are included in the clerical, secretarial, word processing, and data processing curriculums at Level 4 also.

TABLE 15. Implementation of Selected Curriculum Topics in the Area of Micrographics According to State Supervisors, Local Supervisors, and Teacher Educators

Level	Unit or Emphasis	Curriculum in Which Implemented	Notes
4	Determining the Feasibility and Costs of Micrographic Systems and Methods of Implementation	Office Management[a]	2
	Micrographics as a Means of Storing and Retrieving Information	Clerical, Secretarial, WP, DP[b]	2

Notes: 2 — Implemented in all other curriculums at Level 5.

[a]Implementation is at Level 5 based on local supervisors' responses.

[b]Implementation is at Level 5 in WP and DP curriculums based on local supervisors' and teacher educators' responses.

Impact of automated and electronic data processing. Data processing is the foundation upon which the recordkeeping and record-storing operations of modern organizations are based. Without the capabilities of automated data processing, large volume businesses would be unable to cope with the recordkeeping and document production required for their operations. The fact that accounting and data processing are systems or subsystems unto themselves was discussed previously. The impact that the data processing subsystem is having on the business curriculum can be seen in Table 16. Until recently, instruction in or about data processing was found only in data processing courses; now units on integrating accounting subsystems and subroutines with data processing are included in the accounting curriculum at Level 2, and units on DP input preparation and output utilization are included in clerical, secretarial, and word processing curriculums at Level 3.

TABLE 16. Implementation of Selected Curriculum Topics in the Area of Automated and Electronic Data Processing According to State Supervisors, Local Supervisors, and Teacher Educators

Level	Unit or Emphasis	Curriculum in Which Implemented	Notes
2	Integrating Accounting Subsystems and Subroutines with Data Processing	Accounting[a]	1,2
	Preparation for On-Site Job Experiences	Data Processing[b]	2

(*Continued on following page*)

TABLE 16 (Continued)

3	Input preparation for Data Processing Systems	Clerical, Secretarial, WP[c]	1,2
	Output Utilization of Data Processing Systems	Clerical, Secretarial, WP[c]	1,2
	Feasibility, Capabilities, and Costs of Various Data Processing Equipment Operations, Including Input and Output Equipment	Office Management[d]	2
4	Internships in Data Processing	Data Processing	—

Notes: 1 — Implemented in data processing curriculum at Level 4.
2 — Implemented in all curriculums at Level 5 except as otherwise noted.

[a]Implementation is at Level 3 based on state supervisors' and teacher educators' responses.

[b]Implementation is at Levels 3 and 4 based on state supervisors' and teacher educators' responses.

[c]Implementation in WP is at Level 4 based on local supervisors' and teacher educators' responses.

[d]Implementation is at Level 4 based on state and local supervisors' responses.

Impact of new trends in bookkeeping and accounting. The fact that there has been an increased use of accounting information for managerial use was mentioned previously. The data in Table 17 indicates that the business curriculum recognizes this fact. Units of instruction on basic management accounting are included in the accounting curriculum at Level 2, in the data processing curriculum at Level 3, and in all other business curriculums at Level 5. Units of instruction on the use of accounting as a tool of management decision-making are included in the office management curriculum at Level 2, the accounting curriculum at Level 4, and in all other curriculums at Level 5.

Units on developing an awareness of accounting as systems or subsystems are included in the secretarial curriculum at Level 2, in the accounting curriculum at Level 3, and in the other business curriculums at Level 5. Instruction on handling subroutines of data collection, classification, and so forth is included in the clerical curriculum at Level 2 also. The coordination of accounting and data processing applications with on-site job training is found in both the accounting and data processing curriculums at Level 3.

TABLE 17. Implementation of Selected Curriculum Topics in the Area of Bookkeeping and Accounting According to State Supervisors, Local Supervisors, and Teacher Educators

Level	Unit or Emphasis	Curriculum in Which Implemented	Notes
2	Basic Management Accounting	Accounting[a]	1,3
	Developing Awareness of Accounting as Systems and Subsystems	Secretarial[b]	2,3
	Use of Accounting as Tool of Management Decision-Making	Office Management[c]	2,3
	Handling Small Subsystems and Subroutines of Data Collection, Classification, Sorting, Summarizing, Reporting, Within the Total Accounting System	Clerical[b]	2,3
3	Accounting or Data Processing Applications Coordinated with On-Site Job Training	Accounting, Data Processing	3

Notes: 1 — Implemented in data processing curriculum at Level 3.
2 — Implemented in accounting curriculum at Level 4.
3 — Implemented in all curriculums at Level 5 except as otherwise noted.

[a]Implementation is at Level 3 based on state supervisors' responses.

[b]Implementation is at Level 3 based on local supervisors' and teacher educators' responses.

[c]Implementation is at Level 3 based on state and local supervisors' responses.

Summary. Curriculum modification based on a response to technological change was found to be extremely varied, according to the particular emphasis of the curriculum and to the particular rating group. Even though the two groups of supervisors and the teacher educators failed to agree in many cases on the extent to which a specific technological change had affected curriculum, the fact is clear that much change has been effected. Assuming the data to be correct, the haunting question of whether the changes are appropriate still lingers in the background.

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